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ABSTRACT

This report discusses the background of a program funded under Elementary Secondary Education Act Title I, initiated in 1970 to upgrade language abilities (ULA) of secondary students in American Samoa, contains a description of its many components, summarizes activities and accomplishments for fiscal year 1973 displays feedback and evaluation data relative to program impact and lists recommendations for improving the program. ULA's design and program objectives were based upon several needs assessment studies conducted in American Samoa by educational experts in language learning and development, curriculum and instruction, learning theory, instructional media and teacher training. The design of ULA evolved through meetings with parents and community representatives that involved local teachers and administrators. ULA materials are still in various developmental stages and undergoing constant revision based upon formative feedback from teachers and students. The scope of ULA encompasses several broad areas: classroom instruction for second language speakers; curriculum development peculiar to Samoan students, special instructional materials for Samoa and teacher training. Some teachers report problems in using ULA materials. Some teachers use commercially available materials along with supplementary materials that they produce. (Author/JM)

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UPGRADING LANGUAGE ABILITIES
IN AMERICAN SAMOA

ESEA Title I

Final Evaluation Report

1972-1973

This report was jointly prepared by Dr. Tom E. Thomas, Consultant for the Northwest Regional Educational Laboratory, Mr. Robert J. Moran, ESEA Title I Coordinator, the Title I staff, and Dr. Ralph A. Farrow, NWREL Samoa Education Project.

June 1973

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These members are the parent or matai for 158 children attending six public and five private schools at both elementary and secondary levels in American Samoa.

UPGRADING LANGUAGE ABILITIES IN AMERICAN SAMOA

1972-1973

A Title I Final Report
Department of Education
Government of American Samoa

This report meets the criteria for a Title I final report as specified in the June 14, 1972 memo by Richard L. Fairley, Director, Division of Compensatory Education, Department of Health, Education and Welfare titled "Memo to State Title I Coordinators ESEA, Annual State Education Agency Title I Evaluation Reports for FY'72 and '73" with one exception. Because only one project is currently being funded under American Samoa's Title I allocation, the request for a report concerning two of ten projects within the territory cannot be met.

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INTRODUCTION

A Title I Program was initiated in 1970 to upgrade language abilities (ULA) of secondary students in American Samoa. This report discusses the program's background, contains a description of its many components, summarizes activities and accomplishments for FY 73, displays feedback and evaluation data relative to program impact and lists recommendations for improving the program.

Problem

The single most difficult problem facing educators in American Samoa is that of language development. Students grow up in a society that employs two different languages--Samoan and English. Samoan tends to be the predominant tongue used in the home while English tends to be the sole tongue used in the classrooms. As in any similar situation, academic progress suffers from this dual language system. Other factors influence and magnify the language problem in American Samoa.

Teacher skills at both the elementary and secondary levels have been generally limited. Because the elementary staff is almost totally indigenous, students learn much of their English from non-native speakers. The indigenous teachers often lack sufficient training in English to recognize their own errors. As a consequence, students entering high schools in American Samoa often have been confused by conflicting language samples. Although there are many stateside teachers in the secondary schools, the shortage of proficient, fluent, indigenous teachers persists in that setting also.

To alleviate the lack of skilled teachers, American Samoa instituted its now famous television instructional program. Televised instruction was designed to carry the core of the educational program by providing English speaking teachers. The goal was to enable students to model the English speaking patterns of the television teacher. To ensure that all students were provided a structured, well organized curriculum, a somewhat restrictive program was developed.

The problem of alleviating difficulties in speaking, reading and writing English has been compounded by the dual language system, limited teacher skills and a restrictive teaching methodology.

Program Background

The initial needs assessment of educationally deprived students in American Samoa was a joint effort of many groups and individuals who utilized a variety of information and data. Studies of educational needs in American Samoa were conducted by two task forces in 1970, just prior to the first planning of the ULA Program.

Educational Television Task Force. This task force was organized in February 1970 with Lyle M. Nelson as chairman. Other members of the team were Wilbur Schramm, Stanford University; Lark Daniel, Hawaii ETV Network; Willima Minette, RTV-International; Spencer Ross, General Telephone and Telegraph Company; and Lee Morris, Mississippi Authority for Educational Television.

Through interviews and discussions with more than 100 people in American Samoa, the task force recommended that the amount of English language study in secondary schools should be doubled. Specific recommendations included:[1]

- As much practice in speaking English as possible should be spent with native speakers
- Maximum use should be made of short, intensive language courses
- Language laboratories should be utilized for students to practice and minimize routine responsibilities of teachers
- Audiovisual equipment and materials should be used to enhance student learning potential and retention

English Language Curriculum Task Force. This task force was organized in July 1970 with Ruth Crymes as chairman.[2] The task force concluded that the most immediate need was improved English instruction in the secondary schools. Specific recommendations included:

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[1] Report of the Educational Television Task Force. Department of Education, Territory of American Samoa. June 1970.

[2] Report of the English Language Task Force (I). Department of Education, Territory of American Samoa. July 1970.

- Identify and develop appropriate materials
- Increase the use of audiovisual equipment and facilities
- Move toward the use of well-trained Samoan teachers

A supplementary report prepared in 1971 reviewed and integrated findings and recommendations of the earlier task force reports. The report recommended the use of current published materials for teacher training, individualized instruction and covered the following topics:[3]

- Rethinking ETV
- Commercially and locally developed materials in Language Arts
- Individualized instruction
- Integrating the areas of the curriculum

Parent Participation. The role of parents in the assessment of needs evolved from informal meetings in the early stages of planning the Title I Program to a more systematic role as the program progressed. Parent groups and individual parents in the four secondary school areas provided information through discussions with building administrators when the program was initially being planned in 1970. Their comments on children's needs and their expectations for the total educational program in American Samoa were important considerations in identifying priority needs. The Title I Advisory Council was formally organized in 1972 and its role in program planning and operation is summarized later in this report.

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[3] Samoa Supplementary Report. University of Hawaii - Samoa Contract. Department of Education, Territory of American Samoa. 1971

Student Achievement Data. Data on student achievement were provided by the ongoing testing program in American Samoa. Test scores indicated that between 1964 and 1970, impressive gains were made by elementary children in their abilities to speak and understand English. The results of secondary language instruction were less impressive, however. The Science Research Associates (SRA) tests showed ninth grade students in 1969-70 to be about three academic years below the ability of their mainland counterparts. Twelfth grade students in 1969-70 had slipped to about six years behind. While scores based on stateside norms probably underestimate the true ability of Samoan pupils, the data generally indicated that students were making little progress in language ability during their four years of high school.

Needs Analysis. The role of the Title I staff in designing the program was primarily one of compiling, analyzing and synthesizing information from the above sources. Task forces, parents and student achievement data all indicated language development as a priority need.

Achievement data indicated this need was most acute at the secondary level. Task force reports offered guidelines for designing an effective program. Continuing community involvement provided guidance and checkpoints for program planning and implementation by the Department of Education and local school staffs. Table 1 displays the relationships between assessed needs and design of the Title I Program.

Table 1

Relationships Between Recommendations and Title I Program Design

Recommendations	Program Design
1. Double instructional time devoted to English Language study.	1. Two hours a day have been provided since the beginning of Project ULA.
2. As much practice in speaking English as possible should be spent with native speakers.	2. Of 34 English teachers in ULA, 62 percent are native speakers of English.
3. Language Laboratories should be utilized for students to practice and minimize routine responsibilities of teachers. Audiovisual equipment and materials should be used to enhance student learning potential and retention.	3. Cassette tape recorders are utilized in the program. Overhead transparencies are used for instruction.
4. Appropriate instructional materials should be identified and developed.	4. A major portion of the program is devoted to developing materials especially suited to the needs and background of Samoan youth.
5. There should be a move toward the use of well-trained Samoan teachers.	5. A teacher-trainer provides inservice training for teachers in the program.

PROGRAM DESCRIPTION

This section presents descriptive information about each component of the Title I ULA Program. The information was compiled by the Title I staff as a part of the 1972-73 evaluation effort. The following components are described in this section: organizational structure, goals of Department of Education and the ULA Program, instructional program, instructional staff, student target group, physical facilities and equipment, instructional materials, program costs, staff development and long-range plans.

Organizational Structure

The American Samoa Department of Education is responsible for the free public education of all residents from early childhood through postsecondary, adult programs. This responsibility is not delegated to villages, counties or local government districts. There are no "school districts" other than the one whole territory.

The Department is administered by the Director of Education and the Territorial Board of Regents, an advisory board appointed by the Governor of American Samoa.

Budgeting and accounting for the Department is done primarily by division, including Early Childhood Education, Elementary Instruction, Secondary Instruction, Instructional Television and the Community College. The various schools are not separately budgeted.

All recruitment and hiring for the Department is done by the central administrative staff,and the divisions assign personnel to the various schools on the basis of need.

Curriculum in the elementary and secondary schools is determined by interdivisional curriculum standing committees and published in the form of curriculum guides. Principals are responsible for ensuring that teachers follow the prescribed curriculum. Further uniformity of educational opportunity is provided for through regularly scheduled meetings of all principals within each division.

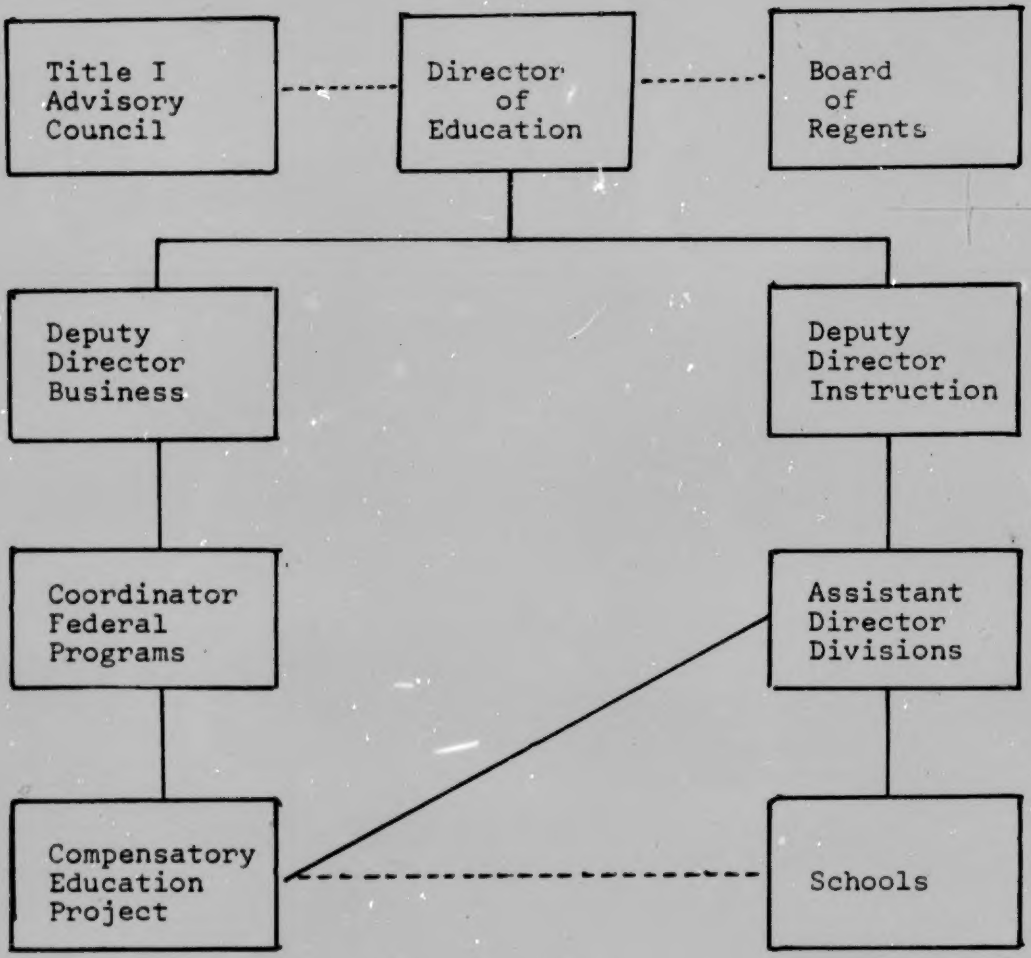
The administration of ESEA Title I Grant Awards is greatly simplified because of the above "single district" structure of the Department. It is further simplified because to date only one project has been funded. That one project has dealt with the single most critical need as determined in 1970 and confirmed by the Parent Advisory Council in 1972. The identified need is for students to manifest greater English language proficiency at the secondary level.

The position of the ESEA Title I staff in the organizational structure of the Department of Education has not been clearly defined. The most appropriate and effective position is still a matter of some discussion. Table 2 shows an approximation of the roles exercised during FY 73.

Table 2

ESEA Title I Program

Organizational Chart


Title I Advisory Council
Director of Education
Board of Regents
Deputy Director Business
Deputy Director Instruction
Coordinator Federal Programs
Assistant Director Divisions
Compensatory Education Project
Schools

______________ Direct Supervision

-------------- Cooperation, advice, limited supervision

Title I Advisory Council. The basis for involving parents and other American Samoans in planning, implementing and assessing the program in 1972-73 was the Title I Advisory Council. In turn, members of this Council have a responsibility to encourage the involvement of others and to present their views and comments.

The role of the Title I Advisory Council is to provide for active and significant community involvement in program planning, implementation and assessment. The Council meets at least four times a year to carry out these roles:

1. Provide information concerning educational needs. This function was carried out informally in the original planning of the program. Organization of the Advisory Council provides the Department of Education with a method to monitor this input continuously and systematically.

2. Participate in proposal development. The Title I plan was reviewed by the Advisory Council.

3. Act as a hearing group to receive suggestions. The agenda of Council meetings regularly provides the opportunity for interested citizens to express their views and suggestions. The Council chairman is responsible for recording these comments and submitting them to the program staff.

4. Disseminate information on the program to others. Members of the Council provide liaison between the program staff and the community. To fulfill this role, they provide others with information by making presentations to groups and assisting the staff in answering questions about the program.

Assistant Director, Secondary Division. Administration of the Secondary Division is assigned to an Assistant Director of Education. Administration includes supervising all administrators and teachers at the secondary level, reviewing content and quality of lessons taught in the secondary schools and supervising curriculum planning and inservice training. The Assistant Director, Secondary Division:

1. Assists in administering the Secondary Division budget

2. Helps develop TV and classroom programs that involve students through discussion and interdisciplinary activities

3. Makes decisions that affect general and specific administration policies of the Secondary Division

4. Maintains direct supervision over the activities of the secondary television instructors and secondary language specialists

5. Makes certain that secondary principals, classroom instructors, supervisors and all other secondary personnel are on the job

6. Sees that secondary schools have adequate facilities, materials and classroom teachers

7. Assists in determining the scope, sequence and relative difficulty of secondary instruction

State Coordinator of Federal Programs. It is the responsibility of the Coordinator to supervise all aspects of federal grant programs in the Department of Education. This is a 12-month position under the direct supervision of the Deputy Director, Business.

General areas of responsibility include program planning and development, operational analysis, budget control, long-range planning and program evaluation. Specific duties include:

1. Establishing procedures and standards for implementation of federally funded programs and evaluating compliance to the standards

2. Reviewing goals, objectives, activities and procedures of proposed federally funded programs to correlate them with overall budget requirements and the projection of Department of Education activities as required by federal law

3. Developing guidelines for continuity and consistency in the planning, operation and evaluation of federally supported programs and providing a systematic plan for modification of existing plans when necessary

4. Serving as liaison officer in coordination of all aspects of federal grants with the Office of Administrative Services

5. Working directly with the Director of Education, the Deputy Director of Business and the Deputy Director of Instructional Services, as well as the heads of all branches of the Department of Education to develop programs that meet the needs and objectives of the overall educational program

6. Processing all correspondence of federal grant nature with appropriate federal agencies

7. Communicating directly with the Governor of American Samoa to receive his evaluation and approval as required by federal program regulations

8. Disseminating all information pertaining to federal grants to the appropriate personnel within the Department of Education as well as those outside the Department

9. Overseeing the expenditure of all funds allotted to the Department of Education through federal grants; acting in this capacity as advisor to program administrators, suggesting and recommending expenditures to be authorized and those to be rejected

10. Representing the Department of Education and the Government of American Samoa in conferences and conventions related to federal programs

11. Acting as liaison between the Government of American Samoa and the directors and consultants of federal agencies located in Washington D.C.

ESEA Title I Coordinator. Daily management and supervision of the ULA Program is provided by the Title I Coordinator. This is a 12-month position under direct supervision of the Assistant Director, Secondary Division.

General duties of this position include program planning and evaluation, budget preparation, proposal development, reviewing proposals for Title I Projects and ensuring that the Title I Program remains consistent with goals and policies of the Department of Education. Specific responsibilities of the Title I Coordinator include:

1. Preparing an annual proposal and budget for the ESEA Title I Program
2. Estimating federal grant expenditures for secondary English five years in advance
3. Requesting the purchase of supplies, materials and equipment and the hiring of personnel as budgeted and required by the program
4. Participating in the parent and staff advisory councils as required by the proposal
5. Planning the participation of private schools in the program with their administrators as required by ESEA Title I regulations and the program proposal

6. Evaluating the program and disseminating information as required by the proposal

7. Reviewing the manpower requirements of the program ensuring that the goals are met efficiently and within reasonable time limits in order that ESEA Title I financing can be phased out and the funds used for other programs

8. Supervising and assisting the planning of effective curriculum, approach and methodology for teaching English-as-a-Second Language and Language Arts

9. Supervising and assisting in writing ESL materials, a language arts handbook and the preparation of diagnostic and achievement test instruments

10. Arranging for publication of validated materials through the Government Print Shop or a suitable printing and publishing house

Supervision includes assigning work, establishing performance standards, evaluating performance, recommending employees to fill vacancies and ensuring that the operations of the program are efficient and economical. The Coordinator also provides guidance to approximately 34 classroom teachers and the Title I staff by determining the methodology to be used in the classrooms and training situations, by ensuring that the materials prepared meet the needs of the students and teachers in the classroom and by advising classroom teachers' immediate supervisors on the basis of classroom observations.

Title I Central Staff. Four language and language learning specialists make up the Project ULA central staff. Two of these specialists have MA's in ESL, one has an MA in English and one has an MA in Linguistics. Three of the specialists have teaching certificates in English or ESL. All four of the staff have teaching experience ranging from five to eleven years. Three had several years teaching experience in ESL before coming to American Samoa and all of their teaching experience has been at the secondary level or above or in ESL.

The responsibilities of the staff are divided. The teacher trainer upgrades the language teaching abilities of the secondary teachers and prepares them to teach the secondary curriculum. The Language Arts Specialist writes, publishes and disperses a Language Arts Handbook that includes objectives, exercises and instructional software for grades 9-12. The two ESL Specialists write, revise, publish and disperse the materials for the ESL classes, grades 9-12, including the series of ESL texts, This Way Up.

Goals and Objectives

Department of Education. The goal of the American Samoa Department of Education is to help each person reach his fullest potential as a unique individual.[4] To achieve this goal, the Department is committed to the concept and practice of individualized instruction.

Several specific objectives related to the goal have been adopted by the Department. The objectives are for each person to develop as an individual who has the skills, attitudes and knowledge necessary to:

- be a fluent, literate bilingual in Samoan and English
- have respect for Samoan traditions and culture
- think rationally, make wise choices and act independently in determining and solving problems
- live an individually satisfactory and socially congenial and useful life
- manage personal and public resources wisely
- broaden his education

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[4] Philosophy of the Department of Education. Pago Pago, Territory of American Samoa. 1972-73.

- have personal and intellectual pride and integrity and accept the responsibility for his own learning and actions, recognizing the cause and effect relationship as it relates to decision making

- have respect for the worth and dignity of each human being, recognizing that all men have the same basic rights and needs

Title I Program Goals and Objectives. The goals and objectives of the Department of Education provided the philosophic basis for designing the Title I ULA Program. The goal of ULA is to significantly raise the English language abilities of Samoan high school students to the point where they can successfully compete with native speakers in an English medium educational system, unhindered by inadequate proficiency in English.

Specific goals for ULA include:

1. Correct individual areas of deficiency in English language competence

2. Raise the level of proficiency in the English language enabling the student to read and express more sophisticated thoughts and ideas in English and to cope with the English medium of instruction in other courses

3. Develop language related study skills, such as research skills, outlining, note-taking and dictionary use

4. Develop written and oral self-expression techniques

Four long-range objectives were adopted to guide ULA during the 1972-73 school year. Target students will:

1. Read stateside high school textbooks and answer basic comprehension questions on the material indicating reading ability comparable to United States high school students at the same grade level

2. Listen to a native speaker of English lecturing on material from a stateside secondary course, and listen to two or more native speakers discussing that content, and answer basic comprehension questions on the lecture and discussion indicating listening ability comparable to United States high school students at the same level

3. Speak English with a pronunciation that is always intelligible, with grammar and word order that only occasionally obscure meaning, with vocabulary that is adequate for secondary school needs, and with speed and fluency that enable him to sustain conversation

4. Compose a 75 word paragraph in English on a familiar topic, correctly punctuated and organized and sufficiently free of grammatical errors to be readily understood by a native speaker

ULA objectives were analyzed in three ways: (1) their relationship to the program goals, (2) their distribution among the categories of process-product and cognitive, affective and skill domains, and (3) their technical completeness as objectives according to specified criteria. Tables 3, 4 and 5 display analyses of the ULA objectives.

Table 3

Analysis of Relationships Among ULA Goals and Objectives

ULA Goals	ULA Objectives 1972 - 73			
	1	2	3	4
A. Correct individual areas of deficiency in English language competence.	X	X	X	X
B. Raise the level of proficiency in the English language enabling the student to read and express more sophisticated thoughts and ideas in English and to cope with the English medium of instruction in other courses.	X	X	X	X
C. Develop language related study skills, such as research skills, outlining, note-taking and dictionary use.	X			X
D. Develop written and oral self-expression techniques.	X	X	X	X

Table 4

Analysis of ULA Objectives According to Specific Categories

ULA Objectives	Categories			
	Product	Process	Affective	Cognitive
1	X			X
2	X			X
3		X		X
4	X			X

Table 5

Technical Analysis of ULA Objectives According to Specified Criteria

Objectives	Criteria				
	Performer Identified	Behavior Identified	Condition Specified	Criterion Level Established	Measuring Method Identified
1	Yes	Yes	No	Yes	No
2	Yes	Yes	Yes	Yes	No
3	Yes	Yes	No	Yes	No
4	Yes	Yes	No	Yes	No

ULA Instructional Staff

ULA instructional staff consists of the high school English teachers. Information about their educational and experience backgrounds was collected from personnel records maintained in the Title I Office and in the DOE personnel section and through individual interviews conducted by the Title I Coordinator on the schedule shown in Appendix A, pages 87-91. It is estimated that the annual turn-over rate is one-half of the teachers in the Title I Program. Information about the ULA instructional staff is displayed in Table 6. Information from Manu'a High School is not contained in this report.

Table 6

Distribution of Teacher Characteristics According to High School

Characteristics	(N - 8) Faga'itua		(N = 13) Leone		(N = 15) Samoana		(N = 36) Total	
	f	p	f	p	f	p	f	p
Sex								
Male	5	62.5	7	53.9	5	33.3	17	47.2
Female	3	37.5	6	46.1	10	66.7	19	52.8
Academic Degree								
None	3	37.5	1	7.7	3	20.0	7	19.4
AA or Feleti	1	12.5	2	15.4	0	0.0	3	8.3
BA	2	25.0	7	53.9	9	60.0	18	50.0
MA	2	25.0	3	23.0	3	20.0	8	22.3
Age								
21-30	6	75.0	10	76.9	10	66.6	26	72.2
31-40	2	25.0	3	23.1	4	26.8	9	25.0
41-50	0	0.0	0	0.0	1	6.6	1	2.8
Ethnic Origin								
North America	4	50.0	11	84.6	8	53.3	23	63.9
Samoa	4	50.0	2	15.4	4	26.7	10	27.8
Other	0	0.0	0	0.0	3	20.0	3	8.3
Years Residence in American Samoa								
1-2	2	25.0	6	46.2	7	46.7	15	41.7
3-4	2	25.0	3	23.1	4	26.7	9	25.0
5-6	0	0.0	0	0.0	0	0.0	0	0.0
6+	0	0.0	0	0.0	1	6.6	1	2.8
Life	4	50.0	4	30.7	3	20.0	11	30.5

Distribution of Teacher Characteristics According to High School

Table 6 continued

Characteristics	(N = 8) Faga'itua f	p	(N = 13) Leone f	p	(N = 15) Samoana f	p	(N = 36) Total f	p
Language Proficiency								
English*								
1	5	62.5	12	92.3	9	60.0	26	72.2
2	2	25.0	1	7.7	5	33.4	8	22.3
3	1	12.5	0	0.0	1	6.6	2	5.5
4	0	0.0	0	0.0	0	0.0	0	0.0
Samoan								
1	4	50.0	2	15.4	4	26.7	10	27.8
2	1	12.5	0	0.0	0	0.0	1	2.8
3	0	0.0	2	15.4	1	6.7	3	8.3
4	3	37.5	9	69.2	10	66.6	22	61.1
Teaching Experience								
Overall								
1-3	5	62.5	7	53.8	8	53.3	20	55.6
4-6	3	37.5	3	23.1	2	13.4	8	22.2
7-9	0	0.0	3	23.1	5	33.3	8	22.2
Previous ESL Teaching Exp.								
1-3	4	50.00	7	53.85	12	80.00	23	63.89
4-6	2	25.00	2	15.67	3	20.00	7	19.44
7-9	0	0.00	1	7.69	0	0.00	1	2.78
Missing data	2	25.00	3	23.00	0	0.00	5	13.89
Title I Proj.								
1	3	37.5	9	69.2	8	53.3	20	55.6
2	4	50.0	1	7.7	3	20.0	8	22.2
3	1	12.5	3	23.1	4	26.7	8	22.2

*Proficiency Scale

1. Near-native or native ability.
2. Sufficient to be used as the sole medium of instruction.
3. Sufficient to be used routinely for simple explanations.
4. Insufficient to be routinely useful in a classroom situation.

Some conclusions about the ULA instructional staff can be drawn from Table 6. There tend to be slightly more female than male teachers. Of the total group, at least 72 percent hold either BA or MA degrees. Most of the teachers (72 percent) are in their twenties and (64 percent were born in the states. Sixty-six percent of the staff have lived in American Samoa four years or less.

Seventy-two percent of the Title I teachers are rated highly proficient in English while only twenty-eight percent are rated highly proficient in Samoan. Fifty-six percent of the teachers are in their first three years of teaching while the same proportion of teachers are in their first year of the Title I Program. Thirty-seven percent have four or more years of previous ESL teaching experience.

Instructional Program

Instruction refers to the content, methodology and organization of learning activities in the ULA Program.

Content. The body of knowledge in the ULA Program is based on several disciplines, e.g., language arts, applied and theoretical linguistics, social psychology and information theory. The content builds upon the language instruction students experienced in elementary schools. Instruction, which is in two parts, is designed to assist underachieving students attain the English language objectives previously listed in this report.

One part is an English-as-a-Second-Language (ESL) class consisting of a 45-minute period of instruction daily and concentrating on "language competence." Content of ESL classes includes that part of language development which is not taught to native speakers of English: the phonology, morphology, lexicon, semantics and syntax which a native speaker knows.

ESL content can be divided into two subparts. One subpart emphasizes listening and reading comprehension: comprehension of spoken and written English and recognition of correct and appropriate English usage. The second subpart focuses on oral production: the expression of students' ideas and feelings in correct spoken English.

The content of instruction presupposes that students have been exposed to considerable English language instruction and that they already can succeed to some extent in communicating in English. The problem being dealt with is incomplete comprehension and understanding, i.e., failure to detect distinctions intended by the speaker or writer or failure to comprehend more than is conveyed by the words alone.

This part of the instruction deals specifically with ESL goals. Students who master the ESL portion of the program, or who demonstrate the required proficiency by examination, do not participate in this phase of instruction.

The second part of instruction consists of the Language Arts classes. One 40-minute period of instruction daily is concerned with Language Arts content, which is normally taught to native English speakers. Content of this part of instruction deals specifically with secondary English Language Arts goals. Content helps students develop reading comprehension, language-related study skills, research skills, outlining, note taking and dictionary use. In addition, students are provided opportunities to develop written and oral self-expression techniques.

Methodology. Instruction also includes the teaching activities, the types of interactions and the learning principles underlying the ULA Program. ULA classes are predominantly teacher directed. Teachers use a variety of spoken and written activities ranging from controlled and directed use of language to free communication. These

39a

activities include teacher presentation of the language objective, student oral practice, question/answer sessions, listening comprehension exercises, reading, writing, discussions, role playing, etc.

Textbooks and workbooks are available for all students and supplementary materials are available in each school. Each school has its own teacher resource center.

The learning principle that provides the basis for the ULA Program is that students can become proficient in a second language if they are provided interesting materials, motivating classroom activities and opportunities to reinforce what they learn through imaginative and creative assignments. A common learning cycle is for a concept to be introduced through teacher demonstration followed by an activity that allows the student to apply his knowledge. Learning is reinforced either by teacher review, workbook activities, oral activities, or through classroom quizzes or tests.

Organization. ULA classes are organized by grade level with approximately 20-25 students per class. Registration is managed by the individual school with assistance from the Title I staff. Target students progress through semester courses. Provisions are available for ESL students to matriculate out of the ULA Program.

Target students attend two 45-minute classes per day of special instruction. One period is primarily devoted to basic English competence in speaking and listening skills and is referred to as the English-as-a-Second-Language (ESL) class. The second period consists of instruction in language application skills, e.g., reading, writing, and is called the Language Arts class.

ULA Student Target Group

The ULA target group is defined as Samoan students in grades 9-12 attending high school in American Samoa, whose education is hindered by a lack of proficiency in English. A student is considered to be "hindered by a lack of proficiency in English" if he fails to meet the standards for exemption from ESL defined in the *English Language Curriculum Guide (The Secondary English Program) Department of Education, American Samoa*.

These standards require a score on a standardized test of English Language Proficiency comparable to the scores required by United States colleges and trade schools for exemption from ESL, reading knowledge of 70 percent of the 5,000 most frequently occurring English word, and oral/aural proficiency approximately equivalent to United States Foreign Service Scales 5-3 . Table 7 presents information about the students.

Table 7

Estimated Distribution of ESL Students

Characteristics	SCHOOL							
	Faga'itua N = 319		Leone N = 565		Samoana N = 476		Total N = 1360	
	f	p	f	p	f	p	f	p
Sex								
Male	161	50.47	272	48.14	230	48.32	663	48.75
Female	158	49.53	293	51.86	245	51.47	696	51.18
No response	0	0.0	0	0.0	1	0.21	1	.07
Age								
13-14	6	1.88	19	3.36	6	1.26	31	2.28
15-16	82	25.71	204	36.11	171	35.92	457	33.60
17-18	138	43.26	223	39.47	216	45.38	577	42.43
19-20	74	23.20	107	18.94	65	13.66	246	18.09
21+	4	1.25	3	0.53	3	0.63	10	0.74
No response	15	4.70	9	1.59	15	3.15	39	2.87
Grade Level								
9th	69	21.63	183	32.39	127	26.68	380	27.94
10th	100	31.35	152	26.90	163	34.24	415	30.51
11th	76	23.82	144	25.49	128	26.89	348	25.59
12th	73	22.88	86	15.22	58	12.18	217	15.96
No response	1	0.31	0	0.00	0	0.0	0	0.0
Attitude Toward ESL Class								
Positive	280	87.77	503	89.03	409	85.92	1192	87.65
Negative	34	10.66	25	4.42	55	11.55	114	8.38
No response	5	1.57	37	6.55	12	2.52	54	3.97
Attitude Toward School								
Positive	188	58.93	354	62.65	257	53.99	799	58.75
Middle	118	36.99	195	34.51	193	40.55	506	37.21
Negative	10	3.13	13	2.30	17	3.57	40	2.94
No response	3	0.94	3	0.53	9	1.89	15	1.10

Estimated Distribution of ESL Students

Table 7 continued

Characteristics	SCHOOL							
	Faga'itua		Leone		Samoana		Total	
	N = 319		N = 565		N = 476		N = 1360	
	f	p	f	p	f	p	f	p
Post High School Plans								
College	144	45.14	270	47.79	202	42.44	616	45.29
Work	152	47.65	234	41.42	210	44.12	596	43.82
Other	18	5.64	50	8.85	53	11.13	121	8.90
No response	5	1.57	11	1.95	11	2.31	27	1.99
English Language Usage								
Often	3	0.94	20	3.54	8	1.68	31	2.28
Sometimes	237	74.29	403	71.05	362	76.05	1002	73.68
Seldom	78	24.45	136	24.07	101	21.22	315	23.16
No response	1	0.31	6	1.06	5	1.05	12	0.88
ESL Level								
High	84	26.33	124	21.95	182	38.24	390	28.68
Middle	170	57.35	324	57.35	178	37.39	672	49.41
Low	65	20.38	68	12.04	116	24.37	249	18.31
No response	0	0.00	49*	8.67	0	0.00	49	3.60

*No response or ESL exempt.

From Table 7, it can be concluded that about the same number of boys and girls participate in the program while most students (76 percent) are between the ages of 15 and 18. Students are relatively evenly divided among the four grade levels with the largest proportion in the 10th grade and a decrease in the number of students per grade level thereafter.

These data also suggest that most students in the program hold positive attitudes toward school and toward their ESL classes. About equal numbers of students hold posthigh school plans to go to work or to go to college with a slightly larger proportion of students (1 percent) planning to attend college.

Most students use English only sometimes during conversations out of class while only 2 percent reported using English often. Twenty-three percent of the students reported they seldom used English. Most students are assigned to middle level ESL classes.

Instructional Materials

Instructional materials consist of textbooks, workbooks, supplementary books and other media available for classroom use in the ULA Program. Program acquisition, development and dissemination of instructional materials fell into three general categories during the 1972-73 school year:

1. Selection and purchase of stateside materials.
2. Preparation and publication of locally relevant materials.
3. Selection and purchase of supportive hardware.

Stateside purchased materials included teacher reference materials, supplementary readers written in somewhat simplified English, educational materials kits, paperback dictionaries for students of English and special materials, e.g., word puzzles.

Locally developed and published materials included a complete handbook for Language Arts classes, an extensive series of student exercises cross-referenced to the handbook, continuation of a series of special texts, This Way Up, for the ESL classes, and preparation of supplementary exercises for this series.

Supportive hardware included continued use of tape recorders put into service during '71-'72, the addition of individual headsets and the acquisition of ditto machines.

Language Arts. The *Language Arts Handbook* for teachers provides the basis and the main source for the classroom teacher in the language arts program. Coordinated with the *Secondary English Language Curriculum Guide*, this handbook contains the objectives of the program, as well as suggested teaching approaches for the objectives. It contains, in addition, copies of exercises, quizzes and visual aids for the teacher to use in class sets, and references to a library of approximately 45 teacher resource books.

Unit I of the handbook contains appendices listing the additional materials available for a teacher's use in class sets. These materials include the following:

1. Anthologies

   In several levels, these are readers for student use. Some contain study skills questions and/or comprehension questions. All have teacher's guides and answer keys.

2. Visual materials for overhead transparency machines

   These cover reading comprehension and study skills.

3. Skills books

   A variety of skills are included, such as study skills, job skills and word skills.

4. Kits

   Includes SRA kits, remedial reading kits and kits for both reading and writing skills. Approximately 15-20 different kits in all.

5. Class sets of books for teaching reading comprehension and for improving students' interest in reading.

   Many titles and levels of reading are represented, as well as a wide variety of interests. There are both structured and unstructured readers. Included are books from several sources recommending books for second-language learners. There are about 135 different titles.

6. Dictionaries

English-as-a-Second Language. Beginning in July of 1972, the development of Book Three of This Way Up introduced a shift in emphasis in the instructional methods and materials in the ESL classroom. Essentially, the shift was away from rule-centered materials and activities to language use materials and activities which emphasize student-to-student communication and student-to-teacher communication.

While usage rules remain a small part of the instructional materials, the rules function only as a rough introductory guide to the correct use of language. Students no longer are expected to cite rules to justify the use of a particular structure. The focus of the learning process is on learning through use of language rather than on learning through the application of language rules.

As a result of this shift, the new materials stress the presentation of language in discourse form rather than in the form of isolated sentence structures. Exercises consist of short plays, stories and conversations. The exercises are taped to give the students access to accurate native-speaker language models. Therefore, language learning comes from the observation of the language model, followed by language use in actual communication that is ultimately reinforced through written exercises.

In printed form, the stories, plays and conversations allow the student to make appropriate selections from contrasted grammatical structures.

The materials focus primarily on the complex verb structure of English, introducing the structures in a sequenced manner. The sequence is determined by considerations such as frequency of use by speakers of English (and hence immediate need on the part of the students for those structures) plus considerations of ease of learning. The more easily learned structures are generally taught before the more difficult structures.

Supplementary materials to Book Three have been developed based on articles pertaining to Samoans and Samoa which appeared in the Honolulu papers. These materials focus on verb structures presented in Book Three and in addition allow the students access to aspects of the Samoan experience in Hawaii.

Additional supplementary materials were developed when Book Three was tested in the classroom. These materials will be incorporated in the Teachers' ESL Handbook currently being prepared and will later be incorporated in a future revision of Book Three.

Also developed during the 1972-73 school year are units Five, Six and Seven as well as the revised Books One and Two. These were pretested by a few teachers during the year and will be available to all teachers in the 1973-74 school year.

Aside from locally developed materials tailored to the needs and interests of Samoan students, certain commercially available materials are used. These included the Institute of Modern Language materials, the Educational Development Laboratory's vocabulary materials, and a number of short plays.

Physical Facilities

Project ULA classes are held in the four high schools in American Samoa, three high schools on Tutuila and one on Ta'u in Manu'a District, during the '72-'73 school year. At Samoana High School there are 14 English classrooms; at Faga'itua 6; at Leone 12 and at Manu'a 2.

Each high school has a Resource Center in the English teachers' workroom. The Resource Centers contain reference books on Language Arts and ESL techniques and methodology, sample texts and supplementary teaching materials. Each Resource Center contains over 100 titles. An ESL file of cassette tapes of This Way Up exercises is maintained as well as a Language Arts file containing class sets of exercises cross-referenced to the Language Arts Handbook. Each Resource Center also has a ditto machine.

Staff Development

Staff development activities consisted of planned interactions between the Title I Teacher Trainer and the ULA instructional staff. Activities included inservice workshops, staff meetings and individual conferences with ULA teachers in their schools. Focus of staff development activities was to increase ULA teachers' ability to plan and conduct instruction effectively and to use new instructional materials successfully. Inservice training was provided for 38 classroom teachers in Language Arts and English-as-a-Second-Language during 1972-1973. The following section represents a summary of those activities.

A short term intensive help program was planned for individual teachers who requested assistance for some portion of their teaching program. Both Samoan and palagi teachers were involved. The assistance they received varied: class observations and comments, recommendations of materials and resources, discussions about language acquisition and ESL methodology, specific suggestions on how to teach and supplement This Way Up, etc.

Inservice sessions that dealt with methods and techniques of ESL teaching and specific suggestions for teaching program materials were held in the schools.

From June 18 to July 13 the University of Hawaii held an extension course here, ESL 580, a methodology class in teaching English as a second language involving practice teaching, demonstration classes, seminar-type discussions and lecture. The Title I Teacher Trainer was responsible for the secondary section of this course, and nine secondary English teachers participated in the 100 hour program.

A "general" category of inservice assistance included the following: (a) collecting teacher written classroom materials and activities,(b) preparing these materials for teachers in other schools,(c) being available at a specified time once weekly at each school to take part in meetings with teachers with problems and/or questions concerning teaching techniques and materials,(d) making periodic classroom observations of teachers not engaged in one of the specified types of training,(e) determining needs for teacher resource centers in each school,(f) developing and maintaining a file on each teacher in the project to include background information, schedules, materials used, assistance received from the Project ULA staff, observation reports and inservice training received,(g) teaching one regular ESL class at Samoana High School both semesters to test methods and program materials.

Program Costs

The ULA Program is financed by ESEA Title I funds. The Government of American Samoa provides facilities for the program. Approximate FY 73 costs as of June 30, 1973 are displayed in Table 8.

Table 8

Apportionment of FY 73

Title I Funds

Classification	FY 72 Carryover	FY 73 Grant	Total
Personnel	111,389	178,755	290,144
Travel	7,218	10,024	17,242
Contractual Services	13,889	7,623	21,512
Equipment	7,166	326	7,492
Materials, supplies textbooks	5,137	24,946	30,083
Total	144,799	221,674	366,473

ULA FEEDBACK AND EVALUATION

Evaluation is used in this report to mean the process of systematically collecting, analyzing and reporting information that decision makers consider necessary for judging the efficiency and effectiveness of the ULA Program. The evaluation plan for 1972-73[5] specified the collection of both process and product information.

Process Evaluation

During this phase of the evaluation, information about ULA's management, plans and implementation procedures was regularly collected and fed back to decision-makers. The purposes included identifying problems in the program's design or its implementation, providing timely information for program managers and monitoring program implementation. The reason for conducting the process evaluation was to allow the staff to improve ULA while the program was in progress.

To facilitate the process evaluation, a Management and Evaluation Matrix[6] was designed that included process objectives for each of the program's components, designation of the person responsible for each task, completion dates and space for evaluative comments relative to each process objective. The matrix is included in this report as Appendix E , pages 131-156.

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[5] ULA Program Plan, 1972-1973. Department of Education, Pago Pago, American Samoa. 1972.

[6] Management and Evaluation Matrix for Upgrading Language Abilities. Territory of American Samoa, ESEA Title I Program. December, 1972.

Product Evaluation

Product evaluation provides information and interpretations about the effectiveness of ULA in terms of student achievement relative to program goals and objectives. The product evaluation also provides information about the extent to which ends are being attained relative to change efforts initiated by the Title I Program. The following sections describe, display and summarize the product information.

Evaluation Criteria. Three criterion variables were selected to evaluate the FY'73 Title I Program.

1. General language ability as measured by a language proficiency posttest (CELT)
2. Cognitive achievement as measured by a posttest (EST)
3. Program implementation as measured by the extent to which locally produced materials were distributed to ESL classes

Sample. The available population consisted of all 9th, 10th, 11th and 12th grade students in English-as-a-Second-Language (ESL) classes attending the three public high schools on Tutuila. Descriptive data about the student population were collected on the *Biographical Information* form shown in Appendix A, pages 77-85, of this report. The student data are displayed on pages 34-35.

Predictor Variables. Evaluation criterion numbers one and two are related to the English language proficiency of target students. The purpose of this study was to analyze the relationships between several categorical predictor variables and student performance on two criterion variables, general language ability and cognitive achievement.

Data on the following predictor variables were collected on the *Biographical Information* form: sex, age, grade level, attitude toward ESL class, attitude toward school, posthigh school plans, English language usage and ESL level. The form was administered to all target students during June, 1973. "Sex" was defined as male and female and "age" was divided into five equal-interval categories ranging from age 13 through 21. "Grade level" covered the four high school grades and the predictor variable "attitude toward ESL" class was dichotomized into positive and negative values. Positive and negative values were determined by student responses to item 37 of the *Biographical Information* form. A student score of three or four was considered positive and a score of one or two was considered negative.

Three values comprised the predictor "attitude toward school": positive, middle and negative. Student responses to items 31, 34, 36, 37, 38 and 39 on the Biographical Information form were summed for this variable. Positive attitude was defined as between 22 and 28 points, middle attitude was between 15 and 21 points, and negative attitude was considered 14 points or less.

The variable "posthigh school plans" consisted of three values: college, work and other. Data were collected from student responses to item 41 of the Biographical Information form.

The predictor variable "English language usage" consisted of three values: often, sometimes and seldom. Student responses to items 42-56 were summed to form this variable. Often was defined as between 55 and 75 points; sometimes, between 35 and 54 points; and, seldom was considered between 15 and 34 points.

The last predictor variable "language level" consisted of three values: high ESL, middle ESL and low ESL. Target students were divided among the three values based upon ability grouping in each high school. Ability grouping decisions were based on principal and teacher recommendations and achievement test scores. "Language level" was determined by the ESL ability group to which each student was assigned for the Spring Semester 1973. High ESL is defined as a student who is able to learn from English medium instruction nearly as well as a native speaker; middle ESL is defined as a student who is able to learn from English medium instruction with difficulty and more slowly than a native speaker; and, low ESL is defined as a student who is not able to acquire significant learning from English medium instruction.

Criterion variables. Two criterion variables were selected to assess student achievement: general language ability and cognitive achievement. General language ability refers to the ability of non-native speakers to use the English language. The criterion measure consisted of student scores on the structures subtest of Comprehensive English Language Test (CELT). CELT was considered an appropriate instrument for measuring general language ability because it had been reliably used with foreign students in one North American high school. Refer to the CELT Technical Manual[7] for descriptive, validity and reliability data.

The CELT posttest was administered to all 9th, 10th, 11th and 12th grade ESL students in each public high school on May 16, 1973. A make-up test was administered on May 29, 30, 31, 1973. Testing was conducted during ESL classes and proctors were ESL teachers. Title I staff members monitored test procedures in each high school. Testing was conducted under closely supervised conditions, following the same instructions and procedures in each school and allowing the same amount of testing time at each site. Testing procedures and instructions are located in Appendix B, pages 91-96. Testing was preceded by inservice training for ESL teachers conducted by the Title I staff.

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[7] CELT: A Comprehensive English Language Test for Speakers of English as a Second Language. Technical Manual. McGraw Hill Book Company.

Cognitive achievement was the second criterion variable. This criterion refers to the levels of student cognitive mastery of the ULA objectives. Cognitive achievement was measured with the English Structures Test (EST), which was administered as a posttest to all target students.

EST was developed by the Title I staff and consists of 50 multiple choice items. Each item has four possible answers.

The instrument progressed through several steps prior to its administration. An initial "pool" of items was written based upon the ULA objectives. Each item was reviewed by the Title I staff and irrelevant, inappropriate, duplicate or poorly constructed items were revised or deleted. The remaining fifty items were considered clear and unambiguous by the Title I staff. Items were thoroughly mixed and randomly distributed throughout the instrument. Item difficulty and discrimination indices based upon the posttest administration, are shown in Appendix D, pages 104-130.

Face validity of the test was established through review of each item by the Title I staff in terms of appropriateness and relevance to the instructional program. Correct answers to all items were determined by the Title I staff.

Instrument reliability was established by administering the 50 items to 30 randomly selected 9th, 10th, 11th and 12th graders at Samoana High School. It was assumed that the random sample was representative of ESL students in the other high schools. Applying a Pearson Product Moment procedure, a coefficient of internal consistency of .91 was established between the odd- and even-numbered items. Based upon the validity and reliability data, EST was considered an accurate measure of cognitive achievement.

The EST posttest was administered to all target students on May 22, 1973. A make-up test was administered on May 29, 30, and 31, 1973. EST was administered in the ESL classes and proctored by ESL teachers. Title I staff members were in the high schools monitoring the testing procedures. Testing was conducted under closely supervised conditions, using the same instructions and procedures in each classroom and allowing the same amount of testing time. Testing was preceded by inservice training for ESL teachers conducted by the Title I staff. Test instructions are shown in Appendix B , pages 92-97 , of this report.

Data Analysis

Because CELT and EST were administered as single group, posttests only, it was difficult to infer program effectiveness from the data. However, the data were analyzed for relationships between the multiple predictor and criterion variables.

Existence of a relationship was examined by testing the null hypothesis that the multiple correlation coefficient was zero. Existence was tested at the .05 level of significance.

A step-wise, multivariate regression analysis procedure was used to study the nature of relationships between predictor and criterion variables. The strength of relationships between predictor and criterion variables was analyzed with a squared multiple correlation coefficient procedure. This procedure was used to estimate the amount of variance in the criterion variables attributable to the predictor variables. A logical stepping-in procedure was used to assess the relative contribution of each predictor variable to the criterion variables.

Data were processed in the Government of American Samoa Computer Center and in the facilities in the Northwest Regional Educational Laboratory, Portland, Oregon. Tables 9 and 10 display the EST and CELT descriptive data.

Table 9

EST Posttest Means, Standard Deviations and Sample Sizes for Student Categories

Categories	Faga'itua			Leone			Samoana			Total*		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Sex												
Male	161	19.88	7.35	272	18.92	8.49	230	20.69	7.60	663	19.77	7.94
Female	158	21.80	7.88	293	21.53	8.78	245	22.39	7.17	699	21.87	8.07
Age												
13-14	6	21.50	6.50	19	19.42	8.71	6	25.00	9.94	31	20.90	8.60
15-16	82	20.83	7.67	204	21.02	8.74	171	22.31	7.40	457	21.47	8.15
17-18	138	21.41	7.69	223	20.67	8.46	216	21.52	7.53	579	21.14	7.98
19-20	74	21.16	7.71	107	18.90	8.83	65	20.80	6.73	247	20.07	8.01
21+	4	15.75	2.50	3	18.00	6.08	3	14.33	2.87	10	16.00	3.80
Grade Level												
9th	69	16.29	6.87	183	18.97	8.44	127	20.85	7.42	380	19.06	8.02
10th	100	20.57	7.19	152	21.39	8.62	163	20.89	7.53	415	21.00	7.87
11th	76	23.11	7.34	144	20.07	9.05	128	23.63	6.63	348	20.04	8.02
12th	73	22.92	7.42	86	21.41	8.75	58	20.50	8.01	217	21.67	8.15
Attitude Toward ESL Class												
Negative	34	19.44	7.71	25	17.72	9.00	55	20.86	7.16	115	19.83	7.80
Positive	280	21.01	7.57	503	19.80	8.47	409	21.80	7.41	1194	20.75	7.97

Table 9 (Cont'd)

Categories	Faga'itua			Leone			Samoana			Total*		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Attitude Toward School												
Negative	10	16.80	9.64	13	26.46	8.06	17	21.29	6.29	40	21.85	8.45
Middle	118	20.66	8.02	195	21.53	9.01	193	21.85	7.62	509	21.41	8.31
Positive	188	21.21	7.21	354	19.44	8.42	257	21.52	7.31	799	20.52	7.85
Post High School Plans												
College	144	22.73	6.99	270	21.41	8.58	202	22.41	7.97	618	22.02	8.08
Work	152	18.98	7.83	234	19.03	8.37	210	20.48	6.73	597	19.52	7.70
Other	18	21.39	8.20	50	19.88	10.48	53	23.43	6.91	121	21.66	8.82
English Language Usage												
Seldom	78	18.90	7.22	136	18.48	8.38	101	18.67	7.64	315	18.64	7.85
Sometimes	237	21.47	7.55	403	20.55	8.56	362	22.25	7.09	1005	21.36	7.87
Often	3	27.67	11.02	20	29.40	8.48	8	30.63	2.67	31	29.55	7.48
ESL Level												
High	84	26.86	5.92	124	25.48	8.41	182	25.51	6.77	390	25.79	7.18
Middle	170	18.62	6.63	324	18.58	7.23	178	20.86	6.44	675	19.68	6.99
Low	65	13.60	5.41	68	12.90	6.55	116	16.47	6.30	249	14.75	6.34
Total	319	20.83	7.66	565	20.27	8.73	476	21.57	7.42	1360	20.85	8.07

*Discrepancies between subgroup total and grand total reflect missing data that were not included in this table.

Table 10

CELT Posttest Means, Standard Deviations and Samples Sizes for Student Categories

Categories	Faga'itua			Leone			Samoana			Total		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Sex												
Male	161	29.49	12.26	272	30.05	14.84	230	30.60	14.35	663	30.10	14.07
Female	158	33.94	13.41	293	34.51	14.83	245	34.60	13.25	699	34.42	13.94
Age												
13-14	6	31.50	8.48	19	32.84	10.48	6	39.67	12.75	31	33.90	10.65
15-16	82	32.68	12.16	204	33.46	15.10	171	32.86	14.86	457	33.10	14.50
17-18	138	32.49	13.08	223	33.19	15.34	216	33.90	13.42	579	33.32	14.03
19-20	74	31.01	14.81	107	29.31	14.65	65	29.01	13.73	247	29.73	14.40
21 +	4	21.25	8.26	3	27.33	5.69	3	25.67	11.15	10	24.40	8.09
Grade Level												
9th	69	26.70	9.68	183	30.28	13.25	127	30.75	13.46	380	29.81	12.80
10th	100	31.26	11.37	152	34.19	14.88	163	31.36	14.28	415	32.37	13.91
11th	76	35.68	13.30	144	34.14	15.61	128	36.37	13.18	348	35.30	14.25
12th	73	32.44	15.57	86	30.57	16.93	58	32.43	14.18	217	31.70	15.73
Attitude Toward ESL Class												
Positive	280	31.99	13.01	503	31.85	14.47	409	33.51	13.49	1194	32.46	13.80
Negative	34	28.38	11.73	25	28.16	14.30	55	28.35	16.35	115	28.48	14.58

Table 10 (Cont'd)

Categories	Faga'itua			Leone			Samoana			Total		
	N	M	SD	N	M	SD	N	M	SD	N	M	SD
Attitude Toward School												
Positive	188	31.95	13.10	354	31.42	14.02	257	33.07	13.62	799	32.07	13.68
Middle	118	31.86	12.85	195	34.07	16.07	193	33.00	14.31	509	33.17	14.68
Negative	10	24.00	11.81	13	35.85	20.28	17	28.35	13.81	40	29.70	16.08
Post High School Plans												
College	144	33.49	13.73	270	33.98	15.38	202	34.14	14.82	618	33.95	14.79
Work	152	29.91	11.82	234	30.36	13.76	210	31.39	12.67	597	30.60	12.89
Other	18	32.67	15.66	50	33.10	17.13	53	34.40	14.12	121	33.60	15.54
English Language Usage												
Often	3	45.00	19.67	20	43.75	24.92	8	41.88	18.54	31	43.39	22.37
Sometimes	237	32.76	13.04	403	32.83	14.54	362	34.09	13.49	1005	33.28	13.81
Seldom	78	28.10	11.96	136	29.88	13.56	101	27.16	13.77	315	28.57	13.26
ESL Level												
High	84	40.67	12.51	124	40.40	17.08	182	39.85	12.89	390	40.20	14.25
Middle	170	30.92	11.84	324	29.80	11.85	178	31.59	12.03	675	30.59	11.90
Low	65	22.14	8.27	68	20.52	9.22	116	23.07	11.78	249	22.13	10.30
Total	319	31.70	13.02	565	32.36	14.99	476	32.67	13.91	1360	32.33	14.15

Applying a multiple correlation coefficient procedure to these data, the coefficients between predictor variables and criterion were sufficient to reject the null hypothesis. A significant relationship ($p. < .01$) was found to exist between the predictors and criterion. Table 11 displays the multiple correlation coefficients.

Table 11

Multiple Correlation Coefficients Between Predictor and Criterion Variables

	EST*	CELT*	EST-CELT*
1. Sex	.53	.49	.57
2. Age	.53	.50	.58
3. School	.53	.50	.58
4. Grade Level	.52	.49	.57
5. School-Attitude	.54	.50	.58
6. ESL-Attitude	.54	.50	.58
7. Post School Plans	.54	.50	.58
8. English Usage	.52	.48	.56
9. ESL Level	.50	.47	.54

* All correlation coefficients significant $p. < .01$.

Table 12 presents the analysis of variance between each predictor variable and the combined criterion variables. The predictors are displayed sequentially and each step includes all previous variables.

Table 12

Analysis of Variance Between Stepped-in Predictor Variables and Criterion Variables

Source	S.S.	d.f.	M.S.	F	Sig.
Regression	176570.84	9	19618.98	76.53	.01
ESL Level	155083.17	1	155083.17	604.97	.01
English Usage	7795.72	1	7795.72	30.41	.01
Sex	4064.17	1	4064.17	15.85	.01
Grade Level	3363.22	1	3363.22	13.12	.01
Age	3030.94	1	3030.94	11.82	.01
School Attitude	1464.32	1	1464.32	5.71	.05
School	905.97	1	905.97	3.53	NS
Postschool Plans	690.02	1	690.02	2.69	NS
ESL-Attitude	173.31	1	173.31	.68	NS
Residual	346843.67	1353	256.35		

The squared multiple correlation coefficient (R^2), which is the coefficient of determination, was used to analyze the strength of relationship between the predictor and criterion variables. This procedure identified the extent to which each predictor variable contributed to the accountable variance in the regression equations in which they occurred. Table 13 displays the squared multiple correlation coefficients and F values and summarizes the increase in the coefficient of determination attributable to the "stepped-in" predictors.

Table 13

Increase in R^2 Attributable to Stepped-in Predictor Variables

Predictors	R^2	Increase in R^2 due to predictor	F	Sig.*
ESL Level	.30		494.88	.01
English Usage	.31	.01	19.90	.01
Sex	.32	.02	12.51	.01
Grade Level	.33	.03	26.39	.01
Age	.33	.03	12.30	.01
School Attitude	.33	.03	3.19	NS
School	.34	.04	3.70	NS
Post School Plans	.34	.04	2.75	NS
ESL Attitude	.34	.04	.68	NS
Average		.03		

*df 1,1353

Table 13 indicates that the relationship is moderate between the predictor and criterion variables. From this analysis, it can be estimated that 30 percent of the variance in student scores on the criterion can be accounted for by their ESL level. By stepping-in the remaining eight predictors, only an estimated 4 percent of additional variance is accounted for. The increment of "explained" variance added by the predictors in no case exceeds .04, and averages only .03 for all predictors. It is noted that the F ratio ceases to be significant after the predictor age is stepped-in.

Combining all nine predictors accounts for an estimated 34 percent of variance in student performance. In other words, 66 percent of the determinants of student performance are independent of these predictor variables.

To identify if duplicate information was being provided by the EST subtests, an intercorrelation procedure was used to study the relationship among the EST subtests. Table 14 shows the intercorrelation coefficients for EST.

Table 14

Correlation Coefficients Among EST Subtests*

Subtest	1	2	3	4	5	6	7	8	9	Total
1. Present Continuous	1.00	.38	.32	.41	.47	.12	.46	.50	.75	.66
2. Simple Present		1.00	.39	.42	.46	.10	.46	.55	.75	.69
3. Simple Past			1.00	.30	.41	.06	.40	.65	.48	.62
4. Present Perfect				1.00	.46	.18	.47	.74	.55	.70
5. Past Continuous					1.00	.13	.53	.78	.63	.77
6. Past Perfect						1.00	.12	.43	.15	.33
7. Modals							1.00	.60	.85	.77
8. Book III								1.00	.70	.94
9. Book II									1.00	.91
10. Total										1.00

*All coefficients significant p. < .01.

Subtest items were independent except for subtests 8 and 9, which may explain why the coefficients are so high for these subtests. The remaining coefficients reflect either low or moderate correlations suggesting that EST does not generate a sufficient amount of redundant information to warrant revising the instrument.

To identify if there was a duplication of information being collected by the CELT and EST tests, an intercorrelation procedure was used to analyze the relationship between the two tests. Table 15 displays the results.

Table 15

Correlation Coefficients Between CELT and EST

	1	2
1. CELT	1.00	.83*
2. EST	.83*	1.00

* Significant $p. < .01$.

The correlation coefficient of .83 suggests that EST and CELT are generating redundant information. Consequently, one of the tests could be eliminated from future evaluation of the ULA Program.

To further analyze the criterion instruments, correlation coefficients were computed between each predictor variable and combined EST-CELT. Table 16 displays the analysis.

Table 16

Correlation Coefficients Between Predictors and Combined EST-CELT

		1	2	3	4	5	6	7	8	9+	10	11+	12+
1.	Sex	1.00	-.07*	.02	.02	-.04	-.00	-.01	.06*	.15**	-12**	.12**	.16**
2	Age		1.00	-.06*	.63**	-.01	.01	-.01	.10**	-.03	.03	.01	-.02
3.	School			1.00	-.06*	-.07*	-.02	.05	.02	.02	-.00	.05	.04
4.	Grade Level				1.00	-.08*	.06*	-.03	.18**	.09*	-.04	.13	.12
5	School-Attitude					1.00	48**	-.02	-.00	.01	.08*	-.02	.00
6.	ESL-Attitude						1.00	.01	.02	-.02	.16*	-.07*	-.04
7	Post School Plans							1.00	-.01	-.05	.04	-.07*	-.6**
8.	English Usage								1.00	.19**	-.19*	.21**	.22**
9	CELT+									1.00	.47**	.52*	.94**
10.	ESL Level										1.00	-.50**	-.54**
11.	EST+											1.00	.79**
12.	EST-CELT+												1.00

+ Criterion variable
* Significant p. < .05
** Significant p. < .01

To analyze the relationship between school and cognitive achievement (EST), a fixed-model, one-way analysis of variance procedure was used. Table 17 displays the results.

Table 17

Analysis of Variance Between School and Cognitive Achievement (EST)

Category	Source	SS	df	MS	F ratio
School	Between Groups	526.07	2	175.36	2.70 NS
	Within Groups	88232.26	1359	64.92	
	Total	88758.34	1361		

There was no significant relationship between the school a student attended and his cognitive achievement. These data suggest that achievement is not accounted for by the school a student attends.

To study the relationship between general language ability (CELT) and school, an analysis of variance procedure was used. Table 18 displays the analysis of variance results.

Table 18

Analysis of Variance Between School and General Language Ability (CELT)

Category	Source	SS	df	MS	F ratio
School	Between Groups	269.91	2	89.97	.45 NS
	Within Groups	272591.11	1359	200.58	
	Total	272861.02	1361		

There was not a significant relationship between school and general language ability. Students in this target group seem to perform at the same level on the two criterion variables regardless of the high school they attend.

Because this study was a single group, posttest design, inferences can not be drawn about the impact of ULA on student performance. Conclusions can not be drawn about evaluation criteria one and two (p. 46). However, these data represent a baseline against which future groups of ULA students can be compared. From these data, specific performance objectives can be written and used in conducting the FY 74 evaluation.

Program Implementation

The third evaluation criterion (p.46) refers to the use and distribution of locally produced instruction materials in the ESL classes. ESL teachers were interviewed[7] by the Title I Program Coordinator and records were reviewed to assess the amount of locally produced materials circulated to the ESL classes during FY 73. Table 19 presents the extent to which This Way Up was used in ESL classrooms.

Table 19

Teacher Use of This Way Up in ESL Classes

Material	Leone		Samoana		Faga'itua		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
Book I								
9th	4	2	7	1	3	0	14	3
10th	1	5	0	9	0	5	0	19
11th	0	7	1	7	1	3	2	17
12th	0	5	3	1	0	4	3	10
Book II								
9th	3	3	5	3	2	1	10	7
10th	2	4	8	1	5	0	15	5
11th	5	2	5	3	4	0	15	5
12th	5	0	4	0	3	1	12	1
Book III								
9th	0	6	0	8	0	3	0	17
10th	3	3	0	9	3	2	6	14
11th	5	2	5	3	2	2	12	7
12th	4	1	3	1	3	1	10	3

---

[7] Refer to Interview Schedule, Appendix A , pages 87-91.

ESL teachers were asked during the interview to respond to the following question:

> "What were the biggest problems with this class with THIS WAY UP?"

Table 20 displays the results from that item.

Table 20

Classroom Problems Related to the Use of This Way Up*

Classroom Problems	Book I				Book II				Book III				Total			
	N17	N19	N 19	N13	N17	N 20	N20	N13	N17	N20	N19	N13	N51	N59	N58	N39
	9	10	11	12	9	10	11	12	9	10	11	12	9	10	11	12
None	4		1		6	3	4	2		4		1	10	7	1	1
Material too difficult	5	4		2	1	2		1			2	1	6	6	2	4
Lack of student interest	6		1	2	2	2	4	2			3	1	8	2	8	5
Too much writing						1								1		
Instructional Parts too complex						2		2						2		2
Self-instruction not effective	3	3	1	2		1	1	2					3	4		4
Rigid Teacher Presentation		1												1		
Presentation of Content		1				2		2			3	1		3	3	3
Ambiguous Exercises	2					3							2	3		
Not Enough Vocabulary						1					1			1	1	
Lack of Variety	1					2							1	2		

*Empty cells represent zeros, which were deliberately left out of this table.

Records Review. The purpose of this process was to assess the actual amount of locally produced materials distributed to the high schools during the 1972-1973 project year. Table 21 displays the materials available and the number of copies distributed according to school.

Table 21

Distribution of Title I Materials
During 1972-1973

Materials	SCHOOL					
	Leone	Samoana	Fagaitua	Manu'a	Private	Total
This Way Up I Set	427	499	285	213	75	1499
This Way Up II Set	600	700	400	300	100	2100
This Way Up III Set	257	330	290		16	893
Tapes-Set (Books 1-3)	12	15	7	5	10	49
Radio-Shows Set	3	3	3			9
Supply Exercises-(100 p.set)	3	3	3			9
Secondary Eng. Newsletter	15	15	15	15	15	75
ESL Folder (40-p Set)	11	12	8			31

Table 21 continued

Materials	SCHOOL					
	Leone	Samoana	Faga'itua	Manu'a	Private	Total
Language Arts Handbook exercises (set of 40)	445 sets	519 sets	296 sets	222 sets		1482
Language Arts Handbook Set of pages for teachers (144 revised pp for Handbook)	11 sets	14 sets	9 sets	2 sets		36
Flashcards pkg. of 39	14 sets	12 sets	8 sets	6 sets		40
Mimeographed job skill info. and miscellaneous stories (sets)	21 sets	18 sets	12 sets	9 sets		60

CONCLUSIONS AND RECOMMENDATIONS

The purpose of the FY 73 evaluation design of the ESEA Title I was twofold: one, to collect process information about program management and implementation; and, two, to assess the extent to which the program is achieving its goals and objectives.

Information in the Management and Evaluation Matrix, Appendix E , pages 131-156, indicates that not all of the process objectives were achieved during the year and, further, that a number of program changes were initiated as a result of process feedback. Although some process objectives were not achieved, adequate data were collected to provide conclusions about the several components of the Title I Program.

Product data are also incomplete. But through the evaluation processes during FY 73, several important developments resulted. For example, achievement instruments were developed, field tested and now reflect acceptable standards of validity and reliability. In addition, a computer-based student information system was initiated and Title I personnel received training and experience in data collection, reduction, computer processing and data analysis. Finally, the administration of two criterion instruments as posttests provides some information about the impact of the Title I Program in American Samoa. The following sections contain conclusions and recommendations based upon the process and product information collected during the 1972-73 school year.

Conclusions

The purpose of the American Samoa Title I Program, Upgrading Language Abilities (ULA), is to upgrade the language abilities of educationally deprived high school students. Specifically, the goal of ULA is to significantly raise the English language proficiency of target students to the point where they can successfully compete with native speakers in an English medium educational system unhindered by inadequate abilities in English. The ULA goal and objectives are consistent with the philosophy and goals of the American Samoa Department of Education.

ULA's design and program objectives were based upon several needs assessment studies conducted in American Samoa by educational experts in language learning and development, curriculum and instruction, learning theory, instructional media and teacher training. The design of ULA evolved through meetings with parents and community representatives that involved local teachers and administrators.

All four high schools in American Samoa are involved in ULA. The program is administered by the Title I staff through the Secondary Division and the Division of Instruction. There are about 1,700 students in the program, 36 teachers and 34 classrooms. Each high school has a teacher resource center for the ULA Program. ULA students receive 90 minutes instruction daily in addition to their other classes.

The scope of ULA encompasses several broad areas: classroom instruction for second language speakers, curriculum development peculiar to Samoan students, special instructional materials for Samoa and teacher training.

Except for the physical facilities, some classroom supplies and counseling and administrative services in the high schools, the ULA Program is funded entirely out of ESEA Title I funds.

ULA materials are still in various developmental stages and undergoing constant revision based upon formative feedback from teachers and students. Teachers are involved in continuous inservice training to improve their competencies to teach students who speak English as a second language.

Not all ULA teachers use the program materials. Some teachers report problems in using the materials. Some teachers use commercially available materials along with supplementary materials that they produce. So far, no attempt has been made to evaluate student progress based upon the type of classroom materials they use.

Most ULA students report they like their ESL classes and their schools. However, a majority of the students only sometimes use English outside of the classroom.

The impact of ULA in terms of student performance can not be assessed at this point in program development. During FY 73, the Title I staff developed instruments that will be used for product evaluation. However, the instruments were only available during FY 73 to administer as single-group posttests and, therefore, change in student performance could not be measured.

Considerable progress was made during FY 73 to design a system for continuously assessing characteristics of the ULA Program. The Government of American Samoa Computer Center increased its capacity and capability to the point that instruments can be machine scored and analyzed and data storage and retrieval resources are now available. Several computer programs are now locally available to facilitate data processing, analysis, storage and retrieval. Descriptive data are now available about ULA students and staff. The Title I staff has the capability to provide each ULA teacher with class lists from the Computer Center summarizing information about students in their classes.

The purpose of the product evaluation was to examine the effects of nine categorical predictor variables on two criterion variables, EST and CELT. Because a multivariate procedure was used, the criterion variables were treated as a single criterion in the analysis. It was found that about 34 percent of EST-CELT variance could be accounted for by the predictors. It was further found that ESL level provided the greatest contribution (30 percent)to the relationship between predictors and criterion scores. The findings suggest that student performance can best be predicted, given their ESL level, English usage, sex and grade level.

Recommendations

The following recommendations are offered for program improvement. Summative statements about program impact cannot be made until a systematic product evaluation has been completed.

1. Process evaluation of ULA should be continued utilizing a management tool like a planning and evaluation matrix or something similar. Classroom teachers should be kept more closely informed regarding the processes of implementing the ULA Program and district-wide problems that are being encountered.
2. A product evaluation design should be developed to systematically assess student performance to study the impact of ULA in American Samoa.
3. The teacher training activities should be continued and expanded. Systematic classroom observations of ULA teachers should be conducted to assess additional training needs.
4. Processes for submitting proposals for Title I funding should be disseminated among all divisions in the Department of Education.
5. Samoan educators should be identified and trained to assume leadership and management responsibilities of the Title I Program.

6. Teachers in the program should be paid out of local funds to free additional Title I money for programs to help other educationally deprived students in American Samoa.
7. Information about the Title I Program should be disseminated throughout the Department of Education and the community.
8. More parents should be involved in planning and evaluating Title I activities.
9. ULA should be articulated more closely with the instructional program in the lower grades and in the Community College.
10. Students should be invited to participate in planning and evaluating the Title I Program.
11. Additional Samoan educators who are highly proficient in English should be encouraged to join the ULA instructional staff.
12. The program should be articulated with all other groups in the DOE responsible for elementary and/or secondary language development.
13. Title I personnel should be on a 12-month contract with the DOE.
14. Specific instructional materials should be designed for ESL low-language proficiency students.
15. The process of taping all instructional materials for classroom use should be continued.

APPENDIX A

DATA COLLECTION INSTRUMENTS

BIOGRAPHICAL INFORMATION
TALA'AGA O LOU OLAGA

The following questions ask information about you, your home, your school and the language you speak.	*O fesili o lo'o fa'asolo i lalo, o lo'o fesiligia ai oe, lou aiga, lau a'oga ma le gagana e te tautala ai.*
This information is needed to help improve your school's program.	*O ia fesili o le a fesoasoani e fa'alelei atili ai porokalame a lau a'oga.*
These questions are written in both English and Samoan to help you answer them.	*O nei fesili, ua tusia i le gagana Peretania ma le gagana Samoa, e fesoasoani ai ia te oe mo au tali.*
Some of the questions ask you to fill in a blank and others ask you to check a box.	*O ni isi o nei fesili e mana'omia ai e te fa'atumu se laina avanoa, a'o isi e tatau ona e fai ai se fa'ailoga i totonu o se pusa.*
Please read each question carefully and answer it as well as possible.	*Ia e faitau mae'ae'a i fesili ta'itasi ma tali e tusa i lou malamalama.*
If you have any questions, ask your teacher to help you.	*Afai e iai ni au fesili, ia fesiligia pea lou faia'oga i se fesoasoani mo oe.*
Thank you for your help.	*Fa'afetai atu mo le fesoasoani.*

INDENTIFICATION
FA'AILOAGA

If you have a Social Security Number, what is it? /_____/_____/_____
Afai e iai sou Numera Saogalēmu Fealoa'i, ia fa'ailoa mai?

What name are you now using?
O le a le igoa o lo'o e fa'aogāina nei?
____
Last *Mulimuli* — First *Muamua* — Middle *Totonu*

What other names have you used?
O ai ni isi igoa sa e fa'aogāina? ____________________________

What is your sex?
Po'o oe ose tane(tama) po'o se fafine (teine?)
☐ Male *Tama* ☐ Female *Teine*

When were you born?
Sa e fanau anafea?
__________ Month *Masina* __________ Day *Aso* __________ Year *Tausaga*

Where were you born?
O fea sa e fanau ai?
____
Village *Nu'u* — Country *Atunu'u*

What is your religion?
O lea lau Lotu? ____________________________

YOUR HOME SITUATION
TULAGA O LOU AIGA

Have you lived anywhere besides American Samoa?
Pe sa e nofo i se isi atunu'u e ese ai ma Amerika Samoa?
☐ Yes *Ioe*
☐ No *Leai*

Where? *O fea?* __________________ How long? *O leā le umi?* __________ Years *Tausaga*

What village are you living in now?
O ai le nu'u o lo'o e nofo ai nei? ____________________________

How long have you lived in that village?
O le a le umi talu ona e nofo i lea nu'u?
☐ All my life *O lo'u olaga*
☐ For____years. *E____tausaga*

Who are you living with now?
O ai o lo'o outou nonofo fa'atasi nei?

☐ Natural father and mother.
Lo'u tamā ma lo'u tinā moni.

☐ Other relatives.
O isi tagata o lo matou aiga.

☐ Friends
O a'u uō.

How long have you lived with them?
O le a le umi talu ona outou nonofo ma latou?

☐ All my life.
O lo'u olaga atoa.

☐ For _____ years.
E _____ tausaga.

Where did the people you are living with spend their childhood? Check more than one if necessary.
O fea sa nonofo ai tagata o lo'o tou nonofo nei a'o laiti i latou? Afai e tatau ai, e mafai ona fa'ailoga e sili atu i lo le tasi le tali.

☐ American Samoa
Amerika Samoa

☐ Western Samoa
Samoa i Sisifo

☐ United States
Unaite Setete

☐ Other
O se isi atunu'u

Where?
O fea? ________________________

How many older brothers and sisters do you have?__________
E to'afia ou uso ma tuagane/tuafafine e matutua ia te oe?

How many younger brothers and sisters do you have?_________
E to'afia ou uso ma tuagane/tuafafine e laiti ia te oe?

Do you have a television in your house?
E iai se televise i lou fale?

☐ Yes, *Ioe*
☐ NO, *Leai*

Place a check mark ✓ to show how often each of these statements is true for you.
Tusi le fa'ailoga fa'asa'o e fa'ailoa ai pe fa'afia ona tatau iā te oe o fa'amatalaga ta'itasi o fa'amatalaga ia.

	All of the time *I aso uma lava*	Most of the time *I le tele o aso*	Some of the time *I ni'isi aso*	None of the time *Matuā leai lava*
I like school......... *Ou te mana'o i le a'oga...*				
Most of my classmates like me.. *O tele o la'u vasega e fiafia ia te a'u...*				
Most of my teachers like me... *O le to'atele o o'u faia'oga e fiafia ia te a'u...*				
I like my social studies class. *Ou te fiafia i la'u vasega mo le Poto Lautele....*				
I like my math class.... *Ou te fiafia i la'u vasega mo le Numera....*				
I like my language arts class.. *Ou te fiafia i la'u vasega mo le Fa'aogāina o le Gagana....*				
I like my ESL (English) class.. *Ou te fiafia i la'u vasega mole Tautala i le Gagana Peretania*				
I like my physical education *Ou te fiafia i la'u vasega mole A'oa'oga Tauta'aloga*				
I like my science class.... *Ou te fiafia i la'u vasega mo le Saienisi....*				

What school do you go to now?
O ai le a'oga o lo'o a'oga ai nei oe?

☐ Faga'itua
☐ Leone
☐ Manu'a
☐ Samoana
☐ Other: __________
Isi:

What grade are you in now?
O le a le vasega o lo'o e iai nei?

☐ 9 (Freshman)
☐ 10 (Sophomore)
☐ 11 (Junior)
☐ 12 (Senior)
☐ Other: __________
Isi:

What school did you go to in the ...
O fea le a'oga sa e a'oga ai i le ...

First grade
Vasega muamua __________

Second grade
Vasega lua __________

Third grade
Vasega tolu __________

Fourth grade
Vasega fā __________

Fifth grade
Vasega lima __________

Sixth grade __________
Vasega ono

Seventh grade
Vasega fitu __________

Eighth grade
Vasega valu __________

Ninth grade
Vasega iva __________

Tenth grade
Vasega sefulu __________

Eleventh grade
Vasega sefulu-tasi __________

Twelfth grade
Vasega sefulu-lua __________

How do you think you are doing in school compared to other students?
Fa'apefea au taualumaga i le a'oga pe a fa'atatau ma isi tamaiti-a'oga?

☐ Better than most students.
Sili i lo le to'atele o tamaiti-a'oga.

☐ About the same as most students.
Tai tutusa lava ma le to'atele o tamaiti-a'oga.

☐ Not as well as most students.
E sili ai le to'atele o tamaiti-a'oga.

What do you plan to do after High School?
O a ni au fuafua pe a i'u lau a'oga maualuga?

☐ Go to college.
Alu i le Kolisi.

☐ Find a job.
Su'e se galuega.

☐ Other
Isi fuafuaga ________

YOUR LANGUAGES
LAU GAGANA TAUTALA

Place a check mark ✓ to show what language you use when speaking to the following people.
Fai se fa'ailoga ✓ e fa'ailoa ai le gagana e te fa'aogāina pe afai e te talanoa ma i latou nei:

	Almost always Samoan *Tai Fa'asamoa i aso uma*	Mostly Samoan *Tele i Fa'asamoa*	Samoan and English *Fa'asamoa & Fa'aperetania*	Mostly English *Tele ile Fa'aperetania*	Almost always English *Tai Fa'aperetania i aso uma*
Parents *Mātua*					
Brothers & Sisters *Uso ma Tuafafine/tuagane*					
Best friends *Uō pele*					
Classmates *O e tou te vasega fa'atasi*					
Teachers *Faia'oga*					
Aunts and uncles *Uso/tuafafine/tuagane o mātua*					
Pastors *Faife'au*					
Storekeeper *Fa'atau Oloa*					

What language do you use in the following situations?
O le a le gagana e te fa'aaogāina i tulaga nei?

	Almost always Samoan *Tai Fa'a-Samoa i aso uma*	Mostly Samoan *Tele i le Fa'a Samoa*	Samoan and English *Fa'a-Samoa & Fa'a-Peretania*	Mostly English *Tele i le Fa'a Peretania*	Almost always English *Tai Fa'a-Peretania i aso uma*
Write *Tusitusi*					
Tease & Joke *Taufa'alili ma fai mea mālie.*					
Pray *Tatalo*					
Homework *Galue i mea-a'oga pea tu'ua le a'oga*					
Television *Televise*					
Radio *Letiō*					
To Think *Pe ā e mafaufau*					

Samoan style clothes are clothes like the puletasi or lavalava. Western style clothes are clothes like long pants, short pants or dresses. What kind of clothes do you wear.... *Fa'asamoa, e iai la'ei e pei o le puletasi po'o le ie-lavalava. Fa'apapalagi, e iai la'ei e pei o ofuvae u'umi, ofuvae pu'upu'u po'o ofu-o-tama'ita'i. Oā ituaiga la'ei e te fa'aogaina.....*

	Almost always Samoan *Tai Fa'a-samoa i aso uma*	Mostly Samoan *Tele ile Fa'a-samoa*	Either style *So'o se la'ei*	Mostly Western *Tele i le Fa'a-papalagi*	Almost always Western *Tai Fa'a-papalagi i aso uma*
in school *i le a'oga*					
in church *i le Lotu*					
at home *i le aiga*					
in the village *i le nu'u*					
in Fagatogo *i Fagatogo*					
at the movies *i le tifaga*					

DEPARTMENT OF EDUCATION
Project ULA

March 19, 1973

TO: Secondary ESL Teachers: __________________

FROM: Bob Moran, Director
Project ULA

RE: FY 73 Evaluation, Project ULA

ESEA Title I regulations require that each project submit a final evaluation for each fiscal year of Title I funding. Such an evaluation can be enormously useful to the project if it is based on sound data and complete information. Some of the data required for this year's evaluation can only come from the individual class teachers. I would, therefore, like to meet with you in your resource center during your prep period at __________ a.m. p.m. on __________________, March ______, 1973. Please have with you at that time, class lists with TWU test scores (if administered) for each class you taught last semester or are teaching this semester. I need your class lists even if you didn't teach TWU or administer the tests. See you then.

Leone; Monday, March 26; 9:15 to 2:15
Faga'itua; Tuesday, March 27; 9:15 to 2:30
Samoana; Wednesday, March 28; 8:25 to 2:30

Teacher Interview Schedule

Teacher ______________________ School: F S L M Date ________

What level of students do you prefer to teach? High Average Low Mixed

Teach	ESL	LA	Elec.	other dept.
Faga'itua				
Samoana				
Leone				
Manu'a				
Leave classroom teaching in Samoa				

Do you feel that you could benefit from further training in ESL methods? YES NO

How do you feel about your current qualifications to teach the English language to non-native speaker? Do you feel that you ☐ teach ESL effectively, or do you have ☐ doubts about your effectiveness or do you know that you ☐ don't teach effectively?

Do you generally use tape recorders in class?

---------------YES-------------

With headsets? yes no

Is the taped material effective? YES NO

----------------NO------------

Why not? ______________________

____

____

What are the most important problems that you have with classroom equipment?

____

____

How could these problems be resolved?

____

____

How could use be improved?

____

____

____

Do you think the potential benefits warrant solving the problems? YES NO

Have you yourself done the students' exercises in This Way Up?
YES NO

Do you find them ☐ appropriate or ☐ inappropriate?

☐ Difficult? ☐ Easy?

What other ESL materials would you like to see available for use in the classroom?

____

How would they facilitate an improvement over your current ESL classroom effectiveness?

____

____

What other kinds of classroom and/or resource center equipment could you make effective use of?

____

____

Interview Schedule for ESL Classes

School: F S L M   Sem.: 1 2 A P Class: ____ Nbr of Ss: ____ Teacher __________

Did you use This Way Up with this class?

YES

Bks: I II III Time: ____wks, ____hrs/wk.
C NC
I II III ____ ____ C NC

What is your opinion of the appropriateness of the content?

NO

Why not? __________

Were students tested for knowledge of the content or ability to learn from the materials? YES NO

How? __________

Did you have the Ss correct their own answers? YES NO Did they cheat? __________

Did you check their books regularly? YES NO How often? ___times per wk/mo/sem

Were the Ss able to use the taped material satisfactorily? YES NO Individually or in groups? I G

What were the biggest problems with this class with This Way Up? __________

What other materials did you use with these students? ________________________________

____

How much time did you spend on other activities not based on student materials? Approximately

______hrs/wk directly related to TWU content.

______hrs/wk generally related to TWU content.

______hrs/wk quite unrelated to TWU content.

What kinds of activities were they?_________

____

____

APPENDIX B

TESTING PROCEDURES

DEPARTMENT OF EDUCATION
ESEA Title I Office

April 2, 1973

TO: Secondary English Department Heads

FROM: Bob Moran, ESEA Title I Coordinator

RE: FY '73 Project ULA Evaluation & Spring Semester Matriculation Testing.

FY '73 Project ULA Evaluation will require administering two tests to all ESL students; one, a standardized test of English Proficiency, the other a test of the structures required by the ESL curriculum, i.e., the structures in This Way Up. Both of these tests are tentatively scheduled for the first half of May. Two days (not consecutive) will be specified by this office; one day for each of the above tests. On those days all ESL classes in each of the three Tutuila schools will be given the test for that day. The ESL teacher for each class will be primarily responsible for administering the tests. One or more general supervisors will be provided by this office to assist at each school. ESL teachers will be expected to attend a brief training session at their school prior to the testing days.

In order to avoid duplication of efforts and practice effects on test results, the standardized test of English proficiency will be used for matriculation purposes. Those students who achieve a given score will be given the vocabulary and oral production tests. This procedure should eliminate the situation we had last semester when some allegedly "worthy" students were not "nominated" by their teachers, since all students will be given the first test.

ESL teachers should be advised of these tests coming up. You may do so by distributing the enclosed copies of this memo.

cc: High School Principals
Polo Manuma, ADE Secondary
Tom Thomas, NWREL

TEACHER ______________________ CLASS ____________ PERIOD ______

NO. OF TESTS

ENGLISH STRUCTURES TEST

TEST ADMINISTRATION PROCEDURE

1. Have on hand the dozen pencils, sharpened, that you were given along with all of your tests. Also, if students are not to leave when they finish (see instruction #23) have on hand something to occupy students who have finished the test, such as a worksheet, a book or magazine, etc.

2. Take roll.

3. List missing students in the space provided below; last name first, comma, first name. Please print.

4. Write on the chalkboard, in large block letters;

   NAME ______________________

   DATE May 10, 1973

   *SCHOOL Manu'a

   **TEACHER Helene Miller ______

   *OR FAGA'ITUA or SAMOANA or LEONE as appropriate but do not write "High School" since the space on the answer sheet is limited.

   **or whatever your name is. Note that we want the name of the students' ESL teacher, not LA teacher or some substitute test administrator. Note also that field testing indicates that not all students know their teacher's name, many know only first or last name, and many can't spell either name.

5. Tell the students that they are going to take an English test today. Tell them that it will measure how much English they know but that they will NOT be graded on the test; that the test is for planning.

6. Announce the policy on leaving (or not leaving) after completing the test (see instruction #23).

7. Tell the students that you are now going to pass out the answer sheets and that they should PRINT their COMPLETE name, first name first, second name second, and the information that you have put on the blackboard, in the appropriate spaces on the answer sheet. (Not all students know the difference between 'print' and 'write' so you may need to explain.)

8. Distribute the answer sheets.

9. Remind students that they are to PRINT.

10. WALK AROUND THE ROOM AND CHECK THAT STUDENTS ARE FILLING IN THE INFORMATION CORRECTLY.

11. Tell the students that the test books will now be distributed and they are NOT to OPEN them until you tell them to.

12. If you trust the students behind your back, pass out the tests. If you don't, have a helper or student pass them out. Check here if someone else passed out the test;____

13. Tell the students to read the instructions on the front cover of the test, work the example, and mark the answer of the example in the box labeled "EXAMPLE" at the top of the answer sheet.

14. Watch that no students open the books or begin working the test.

15. When the students seem to have finished, ask "What should Roma say?" Accept "I am fine, thank you."

16. Say "The answer on your answer sheet should look like the answer in the instruction," or words to that effect in Samoan or English.

ENGLISH STRUCTURES TEST, TEST ADMINISTRATION PROCEDURES, PAGE TWO

17. Ask if there are any questions.

18. When all questions about the mechanics of taking the test have been answered, say "WHEN YOU FINISH, RAISE YOUR HAND AND I WILL TAKE YOUR TEST AND ANSWER SHEET. DO NOT BRING THEM TO ME. NOW OPEN YOUR BOOKS AND BEGIN."

19. Students shall have up to 40 minutes to complete the test. Write the actual beginning time in the first box below. Add 40 minutes and write the last possible finishing time in the second box below.

☐	☐
Begin	Finish

If any students have not finished the test by the finishing time that you have calculated above, take their papers from them and write "unfinished" above the "example" box. Do not worry if the last possible finishing time is after the class period is supposed to end. In field testing the slowest students took 32 minutes. Allow any student the full 40 minutes if he wants it even if that goes over into the next period.

20. If any student arrives during the instructions, give them the papers that the rest of the class has at that time and help him to catch up. If any student arrives after the actual timed test has begun, do not administer the test to him; treat him as a student who has finished (see inst. #23 below).

21. During the test, walk around the room watching the students. If any students are obviously cheating, put an 'X' in the box in the lower right hand corner of their answer sheets but do not take their tests away.

22. When students finish and raise their hands, take their tests and answer sheets, check that all information has been included and that the answer sheet has been used correctly, underline the student's surname (second name) on his answer sheet.

23. If school policy permits, students should be excused from class when they finish. If not, they should be required to stay quietly at their desks. If no policy has been established, consideration should be given to the fact that at Samoana and Faga'itua some students will have to pass through other classrooms if they are excused.

24. If some stu[illegible]ring their test book and answer sheet to you, rem[illegible] whole class that they are to raise their hand and wa[illegible]ou to collect their papers.

25. When all students have finished, count the test books and answer sheets. You should have used and unused tests tests and answer sheets totaling the figure in the box at the beginning of these instructions. Check that you have underlined all surnames.

26. Repackage the materials in the envelopes that they came in with these instructions around the outside and return them to the Project test supervisor at your school.

MISSING STUDENTS:

______________________	______________________
______________________	______________________
______________________	______________________

Please note on the back of this sheet, any disturbances that occurred during the test (such as pneumatic hammers outside the window, students passing through the room, etc.). Also please make any suggestions or criticisms that you feel would help make future test administrations better.

APPENDIX C

OFFICE OF EDUCATION EVALUATION REPORT

DEPARTMENT OF HEALTH EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON D.C. 20202

June 19, 1973

Our Reference: BESE

Mr. Robert J. Moran
Coordinator of Title I, ESEA
Department of Education
Pago Pago, Tutuila
American Samoa 96799

Dear Mr. Moran:

This letter reports the results of the review of American Samoa's Title I program conducted on February 6 and 7, 1973, by Wilbert Cheatham and Charles Dell of our Washington staff. They visited program activities in two high schools, reviewed a variety of administrative and program materials, and held discussions with staff members of the Department of Education and the Chief Internal Auditor of the Government of Samoa.

The review team found a number of strong features in the program which they believed should receive special mention: a dedicated, competent central Title I staff; use of effective planning and assignment control techniques; creation of instructional materials which are relevant in terms of the students' culture; and special efforts at teacher development.

As you know, the purpose of these reviews is to strengthen the administration of the Title I program. Therefore, the remainder of this letter is devoted mostly to pointing out opportunities for improvement.

SUPPLEMENTARY NATURE OF TITLE I

Findings

Title I is intended to fund activities which are supplemental to basic services generally provided for all children, e.g., space, utilities, textbooks, regular classroom teachers, overall supervision, etc. Supplementary services provided with Title I funds should focus on the problem of overcoming the most serious educational deprivation. Title I funds are being used to support an estimated 26 FTE regular high school

English teachers of the estimated 37 such teachers for the school system as a whole. It should be noted that it is more desirable to have native speakers of English teach it in high school and there is not normally a supply of such teachers available in American Samoa. Therefore, it becomes necessary to secure them by contract from the outside and this is much more costly. However, it would seem reasonable, since instruction in English language skills is now a regular part of the high school curriculum, that more of the English language teachers be paid from regular rather than Title I funds.

Recommendation

Give serious consideration to increasing the number of high school English language teachers who are paid from regularly budgeted funds, thereby freeing Title I funds to meet high priority un-met compensatory education needs.

PROGRAM PLANNING

Findings

In past years Title I projects have been designed and written at headquarters. The absence of knowledgeable personnel at the school level was given as the reason for the lack of teacher and principal involvement in the planning process. At present, more extensive participation of local school personnel is being arranged.

Recommendation

Initiate project planning discussions at the school level in January or earlier; begin with a review of needs assessment data and an examination of the effectiveness of the current year's program to-date; arrange for appropriate discussion with parents as it becomes necessary in the course of project formulation.

SURVEILLANCE OF PROJECT IN OPERATION

Findings

The Title I staff follows an excellent procedure for control of its assignments such as development and distribution of new instructional materials, test administration, etc. Also they make frequent contact with the project staff in the schools and thereby maintain an informal check on the progress of the program. A representative of the Northwest

Regional Laboratory, under a $15,000 annual contract for planning, evaluation, and monitoring services, visits project activities to see how prescribed instructional materials are being used. Classroom visitation instruments, such as checklist of optional items which best describes teacher-student interaction and nature of instruction observed, are not used. There is no annual project activity review plan or schedule.

Recommendations

1. Plan periodic program review visits to the project activities throughout the year. (Such planning need not preclude unannounced visits to schools and classrooms, if and when these are considered necessary.)

2. Develop project review checklists for gathering information comprehensively and uniformly during the visits; make teacher-classroom observation by experienced reviewers part of the project visitation.

3. At the conclusion of or closely following project review visits, discuss written observations and options for improvement with project staff members.

4. Use completed project review instruments as one record of progress made in upgrading instruction.

TEACHER TRAINING

Findings

Two brief teacher development workshops were planned and held in FY 1973: a four-hour one for 15 new English teachers and a two-hour one for all English and language arts teachers. Long term intensive staff development for Samoan English teachers was planned but not implemented because of scheduling problems. Staff development for teachers, in the form of technical assistance to those who ask for help on specific problems, is provided through weekly school visits by a Title I supervisor.

Teachers are given kits of special instructional materials as these are found to be successful or promising. Serious efforts are made to circulate newly identified practices which are effective with Samoan students. There is only limited emphasis on individualized instruction and other of the more promising contemporary techniques, e.g., small group and independent study, peer tutoring, diagnostic-prescriptive procedures, and participation in informal dramatics to strengthen oral language skills. Cassettes are being used but could be exploited more fully.

Recommendations

1. Schedule extensive teacher development activity over the summer period, emphasizing planning to carry out the project as well as the effective use of recently developed materials and promising instructional methods; provide advanced curriculum for the more advanced teachers.

2. Continue problem-oriented staff development during weekly contacts.

3. Include classroom observation procedures in a staff development program.

4. Consider making performance objectives for teachers, in terms of classroom behavior, a part of the project.

EVALUATION

Findings

Process evaluation has been dealt with above. Product evaluation lacks adequate criterion reference tests applicable to Samoan culture. Post-test data analyzed after the close of the school year has limited value for project revision purposes since project planning must take place near the middle of the school year.

Recommendations

1. Allocate sufficient resources to begin development of comprehensive criterion reference curriculum objectives and tests; it is believed that the present Title I staff has competence to undertake this with a minimum of specialized consultative assistance.

2. Devise a mid-year evaluation procedure which will provide key project planning information at that time.

AUDITING

Findings

No audits or plans for audits of the program have been made. The chief of auditing for the Government of American Samoa estimates that the FY 1973 program can be audited for about $3,000.

Recommendations

1. Institute a yearly financial audit of the Title I program.

2. At a minimum, conduct an audit of the FY 1973 program; allocate $3,000 for this activity.

To meet our stewardship responsibilities for the Title I program, we request that the American Samoa Department of Education give this office, within 60 days, its written response to this report indicating the steps taken or planned to carry out its recommendation.

We appreciate the warm hospitality and cooperation extended by the Title I staff and other Department officials. I assure you that we value highly our working relationship with the American Samoa Department of Education and we intend to continue to strengthen it.

Sincerely yours,

/s/ Richard L. Fairley
Director, Division of
Compensatory Education

APPENDIX D

TEST DATA

Table 22

Frequency Distribution of 9th Grade CELT Scores Converted to Percentile Ranks

(N = 358)

Score Intervals	f	cf	%	Percentile Ranks	Percentiles at decile points	
68 - 72	0	0	0.00	99	P100	63
63 - 67	1	358	0.28	99	P90	46
58 - 62	10	357	2.79	98	P80	41
53 - 57	5	347	1.37	97	P70	36
48 - 52	12	342	3.35	96	P60	34
43 - 47	33	330	9.22	92	P50	31
38 - 42	32	297	8.94	83	P40	28
33 - 37	64	265	17.88	74	P30	25
28 - 32	62	201	17.32	56	P20	21
23 -27	55	139	15.36	39	P10	18
18 - 22	56	84	15.64	24	P0	11
13 - 17	25	28	6.98	8		
8 - 12	3	3	0.84	8		
	358	358	99.97*			

* Rounding error

Table 23

Frequency Distribution of 10th Grade CELT Scores Converted to Percentile Ranks

(N = 391)

Score Intervals	f	cf	%	Percentile Ranks	Percentile at decile points	
68 - 72	2	391	0.51	99	P100	71
63 - 67	5	389	1.28	99	P90	51
58 - 62	5	384	1.28	98	P80	44
53 - 57	15	379	3.84	96	P70	39
48 - 52	31	364	7.93	93	P60	36
43 - 47	29	333	7.42	85	P50	34
38 - 42	50	304	12.79	77	P40	31
33 - 37	77	254	19.70	64	P30	28
28 - 32	66	177	16.88	45	P20	26
23 - 27	58	111	14.83	28	P10	21
18 - 22	28	53	7.16	13	P0	10
13 - 17	20	25	5.12	6		
8 - 12	5	5	1.28	1		
	391	358	100.02*			

*Rounding error

Table 24

Frequency Distribution of 11th Grade CELT Scores Converted to Percentile Ranks

(N = 325)

Score Intervals	f	cf	%	Percentile Ranks	Percentile at decile points	
68 - 72	2	325	.62	99	P100	69
63 - 67	7	323	2.15	99	P90	50
58 - 62	10	316	3.08	97	P80	47
53 - 57	12	306	3.69	94	P70	43
48 - 52	28	294	8.62	91	P60	40
43 - 47	46	266	14.15	82	P50	37
38 - 42	54	220	16.62	68	P40	35
33 - 37	57	166	17.54	51	P30	31
28 - 32	46	109	14.15	34	P20	28
23 - 27	34	63	10.46	19	P10	23
18 - 22	22	29	6.77	9	P0	9
13 - 17	6	7	1.85	2		
8 - 12	1	1	.31	0		
	325	325	100.01*			

*Rounding error

Table 25

Frequency Distribution of 12th Grade CELT Scores Converted to Percentile Ranks

(N = 192)

Score Intervals	f	cf	%	Percentile Ranks	Percentile at decile points	
68 - 72	1	192	0.52	90	P100	71
63 - 67	0	191	0.00	99	P90	52
58 - 62	4	191	2.08	99	P80	46
53 - 57	13	187	6.77	97	P70	41
48 - 52	14	174	7.29	91	P60	38
43 - 47	18	160	9.38	83	P50	35
38 - 42	28	142	14.58	74	P40	34
33 - 37	47	114	24.48	59	P30	31
28 - 32	28	67	14.58	35	P20	27
23 - 27	21	39	10.94	20	P10	23
18 - 22	10	18	5.21	9	P0	9
13 - 17	7	8	3.65	4		
8 - 12	1	1	0.52	0		
	192	192	100.00			

Table 26

Frequency Distribution of 9th Grade EST Scores Converted to Percentile Ranks

(N = 362)

Score Intervals	f	cf	%	Percentile Ranks	Percentiles at decile points	
37 - 38	3	362	0.83	99	P100	37
35 - 36	4	359	1.11	99	P90	30
33 - 34	7	355	1.93	98	P80	27
31 - 32	17	348	4.70	96	P70	24
29 - 30	17	331	4.70	91	P60	22
27 - 28	28	314	7.73	87	P50	19
25 - 26	28	286	7.73	79	P40	17
23 - 24	23	258	6.35	71	P30	16
21 - 22	34	235	9.39	65	P20	14
19 - 20	30	201	8.29	56	P10	12
17 - 18	44	171	12.15	47	P0	1
15 - 16	45	127	12.43	35		
13 - 14	37	82	10.22	23		
11 - 12	19	45	5.25	12		
9 - 10	16	26	4.42	7		
7 - 8	7	10	1.93	3		
5 - 6	1	3	0.28	00		
3 - 4	1	2	0.28	00		
1 - 2	1	1	0.28	00		
	362	362	100.00			

Table 27

Frequency Distribution of 10th Grade EST Scores Converted to Percentile Ranks

(N = 408)

Score Intervals	f	cf	%	Percentile Ranks	Percentiles at decile points	
37 - 38	4	408	0.98	99	P100	37
35 - 36	9	404	2.21	99	P90	32
33 - 34	18	395	4.41	97	P80	28
31 - 32	25	377	6.13	92	P70	26
29 - 30	22	352	5.39	86	P60	23
27 - 28	28	330	6.86	81	P50	21
25 - 26	34	302	8.33	74	P40	19
23 - 24	40	268	9.80	66	P30	17
21 - 22	34	228	8.33	56	P20	15
19 - 20	40	194	9.80	48	P10	12
17 - 18	43	154	10.54	38	P0	2
15 - 16	35	111	8.58	27		
13 - 14	29	76	7.11	19		
11 - 12	26	47	6.37	12		
9 - 10	14	21	4.17	5		
7 - 8	5	7	1.23	2		
5 - 6	1	2	0.25	0		
3 - 4	0	1	0.00	0		
1 - 2	1	1	0.25	0		
	408	408	100.74*			

*Rounding error

Table 28

Frequency Distribution of 11th Grade EST Scores Converted to Percentile Ranks

(N = 330)

Score Intervals	f	cf	%	Percentile Ranks	Percentiles at decile points	
37 - 38	0	330	0.00	99	P100	36
35 - 36	2	330	0.61	99	P90	32
33 - 34	20	328	6.06	99	P80	30
31 - 32	30	308	9.09	93	P70	27
29 - 30	29	278	8.79	84	P60	25
27 - 28	34	249	10.30	75	P50	23
25 - 26	27	215	8.18	65	P40	22
23 - 24	36	188	10.91	57	P30	20
21 - 22	46	152	13.94	46	P20	16
19 - 20	20	106	6.06	32	P10	14
17 - 18	28	86	8.48	26	P0	7
15 - 16	23	58	6.97	18		
13 - 14	19	35	5.76	11		
11 - 12	8	16	2.42	5		
9 - 10	5	8	1.52	2		
7 - 8	3	3	0.91	1		
5 - 6	0	0	0.00	0		
3 - 4	0	0	0.00	0		
1 - 2	0	0	0.00	0		
	330	330	100.00			

Table 29

Frequency Distribution of 12th Grade EST Scores Converted to Percentile Ranks

(N = 206)

Score Intervals	f	cf	%	Percentile Ranks	Percentiles at decile points	
37 - 38	0	206	0.00	99	P100	35
35 - 36	1	206	0.49	99	P90	32
33 - 34	15	205	7.28	99	P80	30
31 - 32	17	190	8.25	92	P70	27
29 - 30	17	173	8.25	76	P60	25
27 - 28	16	156	7.77	68	P50	23
25 - 26	24	140	11.65	68	P40	21
23 - 24	19	116	9.22	56	P30	19
21 - 22	24	97	11.65	47	P20	17
19 - 20	19	73	9.22	35	P10	15
17 - 18	18	54	8.74	26	P0	9
15 - 16	16	36	7.77	17		
13 - 14	6	20	2.91	8		
11 - 12	11	14	5.34	7		
9 - 10	3	3	1.46	1		
7 - 8	0	0	0	0		
5 - 6	0	0	0	0		
3 - 4	0	0	0	0		
1 - 2	0	0	0	0		
	206	206	100.03*			

*Rounding error

Table 30

Frequency Distribution of EST Item Responses

Item/ Responses	GRADE LEVEL												
	9th		10th		11th		12th		Total				
	N	%	N	%	N	%	N	%	N	%	Disc.	Diff.	r.
1.											.33	.71	.09
A	60	17	69	17	52	16	25	12	206	16			
B	33	9	22	5	16	5	5	2	76	6			
C	30	8	34	8	15	5	15	7	94	7			
D	237	66	282	69	244	75	159	78	922	71			
2.											.51	.79	-.06
A	268	75	316	78	271	83	172	84	1027	79			
B	10	3	10	2	6	2	5	2	31	2			
C	74	21	77	19	46	14	22	11	219	17			
D	7	2	4	1	5	2	6	3	22	2			

Table 30 (Cont'd)

Frequency Distribution of EST Item Responses

Item/ Responses	GRADE LEVEL												
	9th		10th		11th		12th		Total				
	N	%	N	%	N	%	N	%	N	%	Disc.	Diff.	r.
3.											.56	.71	.04
A	65	18	66	16	32	10	19	9	182	14			
B	31	9	26	6	11	3	11	5	79	6			
C	224	63	274	67	251	77	164	80	913	71			
D	36	10	40	10	34	10	10	5	120	9			
4.											.50	.45	.07
A	50	14	57	14	31	9	17	8	155	12			
B	127	35	128	31	74	22	53	26	382	29			
C	131	36	173	43	178	54	104	51	586	45			
D	51	14	48	12	46	14	31	15	176	14			

Table 30 (Cont'd)

Item/ Responses	GRADE LEVEL												
	9th		10th		11th		12th		Total				
	N	%	N	%	N	%	N	%	N	%	Disc.	Diff.	r.
5.											.22	.83	.01
A	300	83	341	84	268	81	172	84	1081	83			
B	5	1	9	2	7	2	2	1	23	2			
C	40	11	43	11	40	12	22	11	145	11			
D	15	4	13	3	14	4	9	4	51	4			
6.											.30	.44	-.05
A	80	22	71	17	40	12	24	12	215	17			
B	123	34	183	45	161	49	112	55	579	44			
C	102	28	111	27	99	30	51	25	363	28			
D	56	16	42	10	29	9	18	9	145	11			
7.											.47	.59	.09
A	17	5	19	5	3	2	7	3	51	4			
B	65	18	68	17	47	14	25	12	205	16			
C	97	27	74	18	69	21	43	21	282	22			
D	183	51	244	60	203	62	130	63	760	59			

Table 30 (Cont'd)

Item/ Responses	GRADE LEVEL												
	9th		10th		11th		12th		Total				
	N	%	N	%	N	%	N	%	N	%	Disc.	Diff.	r.
8.											.23	.42	.05
A	18	5	10	2	10	3	4	2	42	3			
B	27	8	39	10	25	8	15	7	106	8			
C	166	46	194	48	151	46	89	43	600	46			
D	148	41	164	40	143	43	97	47	552	42			
9.											.16	.24	-.06
A	51	14	77	19	64	19	40	20	232	18			
B	116	33	129	32	89	27	66	32	400	31			
C	89	25	101	25	112	34	53	26	355	27			
D	100	28	100	25	64	19	46	22	310	24			
10.											.05	.68	-.06
A	223	62	273	67	228	70	157	77	881	68			
B	57	16	46	11	32	10	17	8	152	12			
C	20	6	12	3	15	5	5	2	52	4			
D	58	16	76	19	52	16	25	12	211	16			

Table 30 (Cont'd)

Item/ Responses	GRADE LEVEL												
	9th		10th		11th		12th		Total				
	N	%	N	%	N	%	N	%	N	%	Disc.	Diff.	r.
11.											.48	.72	-.03
A	252	70	285	70	243	74	155	76	935	72			
B	9	2	13	3	6	2	6	3	34	3			
C	65	18	71	17	34	10	30	15	200	15			
D	34	9	38	9	47	14	13	6	132	10			
12.											.20	.27	.03
A	104	29	109	27	106	32	48	23	367	28			
B	76	21	87	21	53	16	42	20	258	20			
C	86	24	96	24	82	25	55	27	319	25			
D	94	26	114	28	89	27	60	29	357	27			
13.											.45	.59	-.10
A	195	54	235	58	202	61	130	63	762	59			
B	41	11	54	13	50	15	29	14	174	13			
C	70	19	66	16	48	15	32	16	216	17			
D	54	15	52	13	30	9	14	7	150	12			

Table 30 (Cont'd)

Item/ Responses	GRADE LEVEL												
	9th		10th		11th		12th		Total				
	N	%	N	%	N	%	N	%	N	%	Disc.	Diff.	r
14.											.45	.50	.02
A	110	30	105	26	89	27	59	29	363	28			
B	84	23	83	20	49	15	25	12	241	19			
C	148	41	203	50	177	54	119	58	647	50			
D	19	5	14	3	15	5	2	1	50	4			
15.											.51	.68	-.20
A	194	55	256	63	254	77	169	83	873	68			
B	21	6	15	4	9	3	8	4	53	4			
C	51	14	67	17	23	7	6	3	147	11			
D	89	25	68	17	42	13	20	10	219	17			
16.											.47	.75	.01
A	31	9	20	5	17	5	14	7	82	6			
B	11	3	25	6	10	3	8	4	54	4			
C	263	73	309	76	261	79	150	73	983	75			
D	56	16	53	13	42	13	33	16	184	14			

Table 30 (Cont'd)

Item/ Responses	GRADE LEVEL												
	9th		10th		11th		12th		Total				
	N	%	N	%	N	%	N	%	N	%	Disc.	Diff.	r.
17.											.40	.60	-.10
A	75	21	91	22	81	25	63	31	310	24			
B	205	57	252	62	206	62	117	57	780	60			
C	78	22	59	14	40	12	24	12	201	15			
D	3	1	6	1	3	1	1	0	13	1			
18.											.18	.15	-.11
A	175	49	207	51	191	58	120	59	693	53			
B	46	13	67	17	58	18	27	13	198	15			
C	40	11	30	7	32	10	22	11	124	10			
D	98	27	101	25	49	15	36	18	284	22			
19.											.52	.58	-.06
A	186	52	234	58	222	67	115	56	757	58			
B	94	26	70	17	41	12	37	18	242	19			
C	52	14	81	20	49	15	45	22	227	17			
D	29	8	20	5	18	5	7	3	74	6			

Table 30 (Cont'd)

Item/ Responses	GRADE LEVEL 9th N	%	10th N	%	11th N	%	12th N	%	Total N	%	Disc.	Diff.	r.
20.											.27	.32	-.08
A	106	29	141	35	145	44	87	42	479	37			
B	113	31	110	27	70	21	49	24	342	26			
C	119	33	137	34	94	28	63	31	413	32			
D	23	6	18	4	21	6	6	3	68	5			
21.											.28	.64	.02
A	28	8	30	7	20	6	15	7	93	7			
B	101	28	104	26	75	23	41	20	321	25			
C	213	59	256	63	219	67	142	70	830	64			
D	19	5	17	4	15	5	6	3	57	4			
22.											.34	.65	-.01
A	27	7	18	4	13	4	5	2	63	5			
B	51	14	35	9	28	8	16	8	130	10			
C	193	54	278	68	235	71	143	70	849	65			
D	89	25	76	19	54	16	40	20	259	20			

Table 30 (Cont'd)

Item/ Responses	GRADE LEVEL												
	9th		10th		11th		12th		Total				
	N	%	N	%	N	%	N	%	N	%	Disc.	Diff.	r.
23.											.40	.34	.14
A	43	12	37	9	22	7	14	7	116	9			
B	119	33	122	30	89	27	57	28	387	30			
C	109	30	118	29	75	23	52	25	354	27			
D	88	25	131	32	144	44	81	40	444	34			
24.											.49	.55	.11
A	36	10	36	9	24	7	10	5	106	8			
B	117	33	145	36	88	27	59	29	409	31			
C	32	9	21	5	14	4	7	3	74	6			
D	174	48	204	50	204	62	129	63	711	55			
25.											.34	.59	-.03
A	204	57	240	59	200	61	118	58	762	59			
B	46	13	66	16	44	13	43	21	199	15			
C	78	22	74	18	62	19	27	13	241	19			
D	32	9	26	6	23	7	16	8	97	7			

Table 30 (Cont'd)

Item/ Responses	GRADE LEVEL												
	9th		10th		11th		12th		Total				
	N	%	N	%	N	%	N	%	N	%	Disc.	Diff.	r.
26.											.59	.53	.17
A	30	8	23	6	15	5	8	4	76	5			
B	152	42	137	34	81	25	46	23	416	32			
C	23	6	44	11	43	13	14	7	124	10			
D	156	43	202	50	191	58	136	67	685	53			
27.											.53	.66	-.01
A	68	19	63	15	34	10	18	9	183	14			
B	222	62	257	63	225	68	151	74	855	66			
C	38	11	49	12	50	15	27	13	164	13			
D	31	9	38	9	21	6	9	4	99	8			
28.											.00	.92	.09
A	9	3	8	2	4	1	3	1	24	2			
B	14	4	10	2	4	1	1	0	29	2			
C	13	4	26	6	9	3	5	2	53	4			
D	322	90	363	89	313	95	196	96	1194	92			

Table 30 (Cont'd)

Item/ Responses	GRADE LEVEL												
	9th		10th		11th		12th		Total				
	N	%	N	%	N	%	N	%	N	%	Disc.	Diff.	r.
29.											.27	.19	.02
A	65	18	52	13	49	15	39	19	205	16			
B	99	28	132	33	80	24	44	22	355	27			
C	134	38	145	36	148	45	82	40	509	39			
D	59	17	76	19	53	16	39	19	227	18			
30.											.49	.51	.03
A	57	16	66	16	34	10	25	12	182	14			
B	83	23	107	26	71	22	69	34	330	25			
C	51	14	32	8	26	8	21	10	130	10			
D	169	47	199	49	198	60	90	44	656	51			
31.											.35	.81	-.02
A	37	10	54	13	35	11	29	14	155	12			
B	288	80	326	80	275	83	165	80	1054	81			
C	24	7	17	4	7	2	6	3	54	4			
D	10	3	10	2	13	4	5	2	38	3			

Table 30 (Cont'd)

Item/ Responses	GRADE LEVEL												
	9th		10th		11th		12th		Total				
	N	%	N	%	N	%	N	%	N	%	Disc.	Diff.	r.
32.											.28	.34	-.13
A	126	35	134	33	122	37	75	37	457	35			
B	65	18	77	19	48	15	32	16	222	17			
C	82	23	137	34	132	40	88	43	439	34			
D	86	24	59	14	27	8	10	5	182	14			
33.											.44	.62	-.03
A	66	18	52	13	25	8	16	8	159	12			
B	185	51	247	61	229	69	148	72	809	62			
C	90	25	91	22	68	21	36	18	285	22			
D	19	5	16	4	8	2	5	2	45	4			
34.											.44	.40	-.05
A	137	38	161	40	128	39	87	43	513	40			
B	51	14	51	13	48	15	34	17	184	14			
C	50	14	48	12	49	15	29	14	176	14			
D	119	33	144	36	105	32	54	26	422	33			

Table 30 (Cont'd)

Item/ Responses	GRADE LEVEL												
	9th		10th		11th		12th		Total				
	N	%	N	%	N	%	N	%	N	%	Disc.	Diff.	r.
35.											.53	.70	-.10
A	220	62	283	70	250	77	152	75	905	70			
B	70	20	79	20	52	16	34	17	235	18			
C	45	13	33	8	11	3	10	5	99	8			
D	21	6	10	2	13	4	7	3	51	4			
36.											.45	.68	.02
A	53	15	44	11	32	10	16	8	145	11			
B	36	10	48	12	28	9	17	8	129	10			
C	224	62	267	66	244	74	148	73	883	68			
D	46	13	47	12	25	8	23	11	141	11			
37.											.47	.62	-.01
A	81	23	107	26	67	20	56	28	311	24			
B	224	63	241	59	226	69	118	58	809	62			
C	17	5	13	3	8	2	5	2	43	3			
D	36	10	45	11	27	8	24	12	132	10			

Table 30 (Cont'd)

Item/ Responses	GRADE LEVEL												
	9th		10th		11th		12th		Total				
	N	%	N	%	N	%	N	%	N	%	Disc.	Diff.	r.
38.											.36	.68	-.05
A	224	68	250	61	243	74	147	72	884	68			
B	72	20	109	27	57	17	35	17	273	21			
C	31	9	38	9	20	6	19	9	108	8			
D	10	3	11	3	8	2	3	1	32	2			
39.											.44	.35	
A	90	25	91	22	39	12	35	17	255	20			
B	86	24	124	31	144	44	94	46	448	35			
C	21	6	26	6	17	5	7	3	71	6			
D	157	44	164	40	125	38	68	33	514	40			
40.											.44	.66	-.05
A	56	16	76	19	57	17	40	20	229	18			
B	221	62	272	67	225	68	138	68	856	66			
C	59	17	43	11	29	9	20	10	151	12			
D	18	5	13	3	18	5	6	3	55	4			

Table 30 (Cont'd)

Item/ Responses	GRADE LEVEL												
	9th		10th		11th		12th		Total				
	N	%	N	%	N	%	N	%	N	%	Disc.	Diff.	r.
41.											.39	.58	-.11
A	170	48	229	56	220	67	133	65	752	58			
B	109	31	104	26	62	19	43	21	318	25			
C	35	10	31	8	25	8	15	7	106	8			
D	39	11	42	10	22	7	13	6	116	9			
42.											.18	.57	-.07
A	57	16	71	18	64	19	44	22	236	18			
B	59	17	73	18	70	21	43	21	245	19			
C	18	5	26	6	18	5	7	3	69	5			
D	215	62	235	58	177	54	109	54	736	57			
43.											.44	.53	-.08
A	157	45	217	54	203	62	101	50	678	53			
B	28	8	23	6	14	4	12	6	77	6			
C	137	39	144	36	98	30	82	40	461	36			
D	28	8	19	5	14	4	8	4	69	5			

Table 30 (Cont'd)

Item/ Responses	GRADE LEVEL												
	9th		10th		11th		12th		Total				
	N	%	N	%	N	%	N	%	N	%	Disc.	Diff.	r.
44.											.45	.61	.07
A	114	33	115	28	79	24	51	25	359	28			
B	49	14	39	10	21	6	9	4	118	9			
C	176	50	243	60	223	68	140	69	782	61			
D	11	3	8	2	5	2	3	1	27	2			
45.											.52	.76	-.13
A	49	14	28	7	26	8	23	11	126	10			
B	218	63	313	77	276	84	164	81	971	76			
C	47	14	43	11	17	5	11	5	118	9			
D	32	9	20	5	10	3	4	2	66	5			
46.											.41	.75	.00
A	41	12	46	11	19	6	12	6	118	9			
B	251	72	290	71	257	78	163	81	961	75			
C	32	9	48	12	31	9	17	8	128	10			
D	23	7	22	5	21	6	9	4	75	6			

Table 30 (Cont'd)

Item/ Responses	GRADE LEVEL										Disc.	Diff.	r.
	9th		10th		11th		12th		Total				
	N	%	N	%	N	%	N	%	N	%			
47.											.42	.54	.13
A	108	31	132	33	88	27	41	20	369	29			
B	28	8	13	3	10	3	7	3	58	5			
C	54	16	53	13	26	8	27	13	160	13			
D	156	45	208	51	203	62	125	63	692	54			
48.											.46	.65	
A	39	11	41	10	27	8	14	7	121	9			
B	51	15	65	16	52	16	39	19	207	16			
C	224	65	271	67	212	65	125	63	832	65			
D	31	9	30	7	35	11	22	11	118	9			
49.											.18	.24	-.07
A	91	26	110	27	61	19	51	25	313	24			
B	83	24	98	24	86	26	59	29	326	25			
C	125	36	171	42	166	51	81	40	543	42			
D	46	13	28	7	13	4	10	5	97	8			

Table 30 (Cont'd)

Item/ Responses	GRADE LEVEL												
	9th		10th		11th		12th		Total				
	N	%	N	%	N	%	N	%	N	%	Disc.	Diff.	r.
50.											.17	.30	-.02
A	58	17	66	16	49	15	32	16	205	16			
B	44	13	37	9	25	8	25	13	131	10			
C	131	38	181	45	159	49	89	44	560	44			
D	109	32	122	30	92	28	54	27	377	30			

APPENDIX E

MANAGEMENT AND EVALUATION MATRIX

The full names and positions of the individuals mentioned are:

Bob: Robert J. Moran, Project Director

Ellen: Ellen C. Bracken, Language Arts Specialist

Cam: Cameron J. Beatty, English-as-a-Second-Language Specialist

Duncan: Duncan Catling, English-as-a-Second Language Specialist

Donna: Donna Gobert, Teacher Trainer

Mary: Mary Riley, ESL Coordinator

Management and Evaluation Matrix
(1972-73)

Component 1.0 Develop and/or Acquire Instructional Materials

Process Objective	Person Responsible	Completion Date		Comments (Problems, Modifications etc.)
		LPD*	ACD**	
1.1 Publish ESL Instructional materials written during 1971-72	Bob	9/29	4/13	Materials returned from printer approximately June 1st. Decision was made not to publish some materials developed during 1971-72.
1.1.1 Disperse published instructional materials to all secondary schools	Cam	10/6	9/1	Materials were in the schools on opening day. Short some copies of Book One. Staff revised Book One, additional copies published and in classrooms by Sept. 26.
1.2 Write, publish and disperse to all teachers programmed instructional ESL materials of at least 30 instructional hours	Write- Cam Duncan	11/15	12/18	Book Three behind schedule. Late in getting to printer.
	Publish- Bob	2/1	1/23	Book Three arrived-sufficient in quantity for student population.
	Disperse- Cam	4/15	1/31	80% of Book Four written.

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*Last Possible Date
**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 1.0 Develop and/or Acquire Instructional Materials (Continued)

Process Objective	Person Responsible	Completion Date		Comments
		LPD*	ACD**	(Problems, Modifications etc.)
1.3 Write or revise, publish and disperse the following teacher materials to all secondary school teachers.				
1.3.1 Detailed notes regarding project materials being developed	Cam	11/15 2/1 4/15	12/22	Meeting between teachers and Title I staff. Feedback resulted in changes in the handbook content and design changes altered timeline for workbook publication.
1.3.2 Sample lessons for oral/aural production	Staff	9/29		Refer to English Curriculum Guide page 45.
1.3.3 Bibliography of tests and testing services by the Title I Office	Bob	9/29		Information in handbook summarizing development of tests and testing services by Title I staff.

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*Last Possible Date
**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 1.0 Develop and/or Acquire Instructional Materials (Continued)

Process Objective	Person Responsible	Completion Date		Comments (Problems, Modifications etc.)
		LPD*	ACD**	
1.3.4 Partially annotated bibliography of reference materials available in the secondary schools	Donna	12/30		Bibliography distributed to teachers. Evidence that teachers don't use the document. Decision to discontinue the bibliography because of limited teacher interest.
1.3.5 Bibliography of reference materials available in the Title I Office	Bob	12/30		Postponed indefinitely. Refer to comments in 1.3.4.
1.3.6 Appendix of tape scripts to supplement instructional materials	Cam Duncan	11/5 2/1 4/15	12/18 1/15	Script for Book Three delivered to printer. Circulated to teachers in program.
1.4 Write, publish and disperse to secondary English teachers a language arts handbook that includes:				Also includes objectives for students whose native language is English.

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*Last Possible Date
**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 1.0 Develop and/or Acquire Instructional Materials (Continued)

Process Objective	Person Responsible	Completion Date		Comments (Problems, Modifications etc.)
		LPD*	ACD**	
1.4.1 Language arts objectives for students in grades 9-12 whose native language is not English	Ellen	9/5	9/1	Available in classroom on opening day. From observations teachers use the document regularly.
1.4.2 Designation of the minimum objectives for each grade level	Ellen	9/29	8/24	Achieved in a staff meeting August 24, 1972 with TESOL Coordinator.
1.4.3 Student exercises and instructional software prepared in 1971-72	Ellen	9/5	9/1	In teachers hands on first day of school.
1.4.4 Student exercises and software for all remaining objectives on three different dates	Ellen	11/15 2/1 4/15	9/1 11/14 12/11	Materials completed, printed and distributed to all schools on specified dates. This is an on-going process with materials dispersed as completed.
1.5 Start dispersing available materials to private secondary schools within one week after receiving a request	Bob	9/11	9/15	Delivered copies of This Way Up to Marist Brother School.

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*Last Possible Date

**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 1.0 Develop and/or Acquire Instructional Materials (Continued)

Process Objective	Person Responsible	Completion Date		Comments (Problems, Modifications etc.)
		LPD*	ACD**	
1.6 Select, purchase, and disperse language arts commercial materials	Ellen	9/5	10/10	Orders prepared and sent for commercial materials. New orders prepared as needed.
1.6.1 Stamp and number all commercial materials before distribution	Ellen	9/5	12/18	Every item stamped as received. Materials dispersed to schools as soon as possible after arrival.
1.6.2 Inventory schools at the end of the school year to determine material needs for 1973-74	Ellen	5/14	6/1	Completed as planned.
1.7 Determine needs for teacher resource centers in the schools in the area of language arts	Donna	12/1	10/1	Needs identified and program for continued assessment started.
1.7.1 Order materials to stock resource centers in each school	Staff	1/3	9/18 10/10 10/24 11/30	Orders prepared and sent on four separate occasions. Orders are prepared as needs are identified.

*Last Possible Date
**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 2.0 Facilities and Equipment

Process Objective	Person Responsible	Completion Date		Comments (Problems, Modifications etc.)
		LPD*	ACD**	
2.1 Notify secondary schools that cassette tape duplicating services are available in Title I Office	Bob	9/5	9/1	Schools notified prior to opening of school.
2.1.1 Respond to all requests for tape duplicating services within one week after request	Cam	9/11	12/18	No requests as of 12/18. Loaned Master Recorder to Leone High School. Some tape duplicating requests have been received from elementary division.
2.2 Start loaning Title I equipment to private secondary schools upon request	Bob	9/11	6/30* 9/15	Recorders were loaned to Marist Brothers High School.
				*No requests for tape duplication other than routinely duplicated distributed materials prepared centrally were received during the school year.

*Last Possible Date
**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 3.0 Staff Development

Process Objective	Person Responsible	Completion Date		Comments (Problems, Modifications etc.)
		LPD*	ACD**	
3.1 Evaluate inservice staff through classroom observations and discussions with teachers	Donna	10/15	10/15	Memo on file in Title I Office summarizing evaluations,
3.1.1 Submit inservice training plan to secondary principals for comments and suggestions	Donna	10/20	9/27	Meeting held with principals to discuss the inservice plan. Memo to teachers date 10/3 on file in Title I Office.
3.1.2 Submit final inservice plan to project director	Donna	10/25	9/27	Copy of final plan on file in Title I Office.
3.2 Submit progress reports to project director for teachers in type "A" training at six-week intervals	Donna	12/6 1/17 2/28 4/11 5/23		Type A inservice training not included in final inservice design, as result of 3.1 activity.

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*Last Possible Date
**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 3.0 Staff Development (Continued)

Process Objective	Person Responsible	Completion Date LPD*	Completion Date ACD**	Comments (Problems, Modifications etc.)
3.2.1 Submit progress report to project director for teachers in type "B" training at conclusion of training	Donna	3/9		Type B inservice training was not planned as a result of evaluation activities conducted in 3.1.
3.2.2 Duplicate and distribute type "B" inservice report	Bob	3/16		
3.2.3 "C" and "D" training				
3.3 Submit final training report to project director including training recommendations for school year 1973-74	Donna	6/10	6/30	Report on file in Title I Office.
3.4 Duplicate and distribute copies of training reports to secondary principals of schools at which the training took place and the Instructional Management Team (within one week after receiving reports)	Bob	12/13 1/24 3/7 4/25 5/31		The teacher trainer met briefly with high school principals in conjunction with her weekly visits to each school and reported progress in the training program.

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*Last Possible Date
**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 3.0 Staff Development (Continued)

Process Objective	Person Responsible	Completion Date		Comments (Problems, Modifications etc.)
		LPD*	ACD**	
3.5 Start collecting teacher-written classroom materials and/or activities	Donna	9/12	9/12	This is an on-going activity that involves all teachers and schools.
3.5.1 Start preparing these materials for distribution to teachers in other schools in need of such materials	Donna	9/21	9/21	As materials are collected, they are reproduced and distributed to all teachers as soon as possible. Materials first distributed in loose leaf form.Later, all materials compiled into a folder for teachers.
3.6 Be available at a specified time once weekly at each school to take part in meetings with teachers who have problems and/or questions concerning teaching techniques and materials	Donna	9/11	9/11	Weekly meetings held in each high school as planned.
3.7 Start making periodic classroom observations of teachers not engaged in one of the specified types of training	Donna	9/6	9/6	Regular observations are scheduled and observation reports field in Title I Office.

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*Last Possible Date

**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 3.0 Staff Development (Continued)

Process Objective	Person Responsible	Completion Date		Comments (Problems, Modifications etc.)
		LPD*	ACD**	
3.7.1 Develop and maintain a file on each teacher in the project to include background information, schedules, materials used, assistance received from Title I staff, observation reports, inservice training received, etc.	Donna Ellen	9/8	10/28	Files completed and being maintained in Title I Office. Supplementary information added to files as necessary.
3.8 Determine needs for teacher resource centers in the schools in the area of ESL	Donna Ellen	10/10		Objective being accomplished according to schedule in 1.7.
3.8.1 Start teaching one regular class of ESL at Samoana High School	Donna	9/5	9/29	Meet with class according to schedule established by the high school. Continued during Fall and Spring semesters.

*Last Possible Date
**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 4.0 Dissemination and Community Involvement

Process Objective	Person Responsible	Completion Date LPD*	Completion Date ACD**	Comments (Problems, Modifications etc.)
4.1 Parent Advisory Council will meet at least four times during the project year	Bob	11/15 1/15 3/15 5/15	9/26 11/29 12/7 12/14	Advisory Council formed composed of 10 members and regular meetings are being held. Chairman and secretary were elected. Attendance satisfactory.
4.1.1 Contact DOE's Officer for Public Affairs requesting that a meeting be called	Bob	11/1 1/1 3/1 5/1		Council schedules its own meetings and notifies members. Unnecessary for Title I Office to schedule meetings.
4.2 Produce and distribute to all secondary teachers at least four editions of "Back Talk"	Marv	9/30 11/30 1/31 3/31	9/25	Evidence that 9/25 "Back Talk" not well received or read by teachers. Decision made not to continue "Back Talk."
4.3 Construct and administer instrument to obtain advisory committee ratings of ULA program effectiveness	Bob	5/15		This objective not achieved.

*Last Possible Date
**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 5.0 Project Planning

Process Objective	Person Responsible	Completion Date		Comments (Problems, Modifications etc.)
		LPD*	ACD**	
5.1 Construct objectives for each set of student materials	Cam Duncan	11/12 2/8 4/22		Objectives for books I, II and III used as basis for test construction.
5.2 Construct and publish criterion referenced tests for each set of materials prepared during 1971-72	Construct Cam Duncan Publish Bob	11/19 2/15	12/18	C.F. 1.2 and 5.1. Book III in progress as of 12/18.
5.3 Start administering tests to a sample of at least 60 students (15 from each grade level) immediately after they complete the materials	Bob Cam Duncan	12/15		Tests are being administered as students complete the materials. Tests administered to most students, not to sample as planned.
5.3.1 Score tests and record data on summary sheets	Bob Cam Duncan	4/30		Tests are scored by teachers then collected by department chairman and sent to Title I Office. Title I staff selects a sample from each group of tests for program purposes.

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*Last Possible Date
**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 5.0 Project Planning (Continued)

Process Objective	Person Responsible	Completion Date LPD*	Completion Date ACD**	Comments (Problems, Modifications etc.)
5.4 State criterion levels for criterion referenced tests for use during 1973-74 project year	Bob	6/29		Objective not achieved.
5.5 State specifications for oral/aural English language proficiency testing related to: Test setting (facilities), Topics for assessment, Personnel	Staff	9/29	10/15	Specifications published in curriculum guide and distributed to all teachers.
5.6 Administer specified tests to a sample of at least 25 students	Staff	1/31	5/73	Administered to 46 students at three high schools.
5.6.1 Transform results from testing into criterion levels suitable for use in product objectives for 1973-74 project year	Staff	4/2		Not completed by close of project year.

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*Last Possible Date
**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 5.0 Project Planning (Continued)

Process Objective	Person Responsible	Completion Date		Comments (Problems, Modifications etc.)
		LPD*	ACD**	
5.7 Develop a Project ULA Vocabulary Test Series to test knowledge of the 5,000 most frequently used words in the English language as defined by the New Horizon Ladder Dictionary of the English Language	Bob	5/30		
5.7.1 Establish specifications for test items	Bob	9/1	9/1	Completed in memo form with copy on file in Title I office.
5.7.2 Write test items for a sample of 50 words from each of the three thousand most frequently occuring words			11/30	First thousand completed. Fifteen items for second, third, fourth and fifth thousand.
25 words from each thousand		11/30	March	One-hundred and fifty items completed for first two-thousand words. Items administered to approximately 142 students.
25 words from each thousand		2/28		

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*Last Possible Date
**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 5.0 Project Planning (Continued)

Process Objective	Person Responsible	Completion Date LPD*	Completion Date ACD**	Comments (Problems, Modifications etc.)
5.7.3 Administer test items to a sample of at least 75 students within three weeks after completion	Bob	12/21 3/21	12/14	
5.7.4 Conduct item analysis of test results and revise tests	Bob	3/21 4/8	4/18	Additional items will be written during the summer of 1973. Analysis and revision will be scheduled after the opening of 1973-74 school year.
5.7.5 Retest revised test items with apparently poor foils	Bob	4/10 4/22		Same comments as 5.7.4.
5.7.6 Establish parameters for recording relative difficulty of each test item	Bob	5/15		Same comments as 5.7.4.

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*Last Possible Date
**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 5.0 Project Planning (Continued)

Process Objective	Person Responsible	Completion Date		Comments (Problems, Modifications, etc.)
		LPD*	ACD**	
5.8 Maintain file of all 5,000 words and record the following:		9/1	9/1	Files were started as planned. Currently being maintained in Title I office. Conclusion of test development was postponed until completion of activities in section 5.7.
Test items for which the word is correct choice Relative difficulty of the test item Cross references to items using the word as a foil	Staff	5/30		Objective not achieved.
5.8.1 Establish procedures for producing tests at given word levels of uniform difficulty	Staff	5/30		Objective not achieved.
5.8.2 Determine costs of alternative methods of scoring pilot group tests	Bob	3/1	6/30	Investigations under way for use of G.A.S. computer for all of these functions.
5.8.3 Determine costs of alternative methods of anlyzing tests	Bob	3/1		

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*Last Possible Date
**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 5.0 Project Planning (Continued)

Process Objective	Person Responsible	Completion Date		Comments (Problems, Modifications etc.)
		LPD*	ACD**	
5.9 Arrange for analysis of test data	Bob	3/15	6/1	Analysis by NWREL Computer Center.
5.10 Submit written recommendations for 1973-74 process planning	Evaluator	6/29	6/29	Included in Annual Report.
5.11 Submit written recommendations for 1973-74 product planning	Evaluator	6/29	6/29	Included in Annual Report.
5.12 Complete plans for extension of teacher training activities into 1973-74	Bob	6/29	6/29	Included in FY 74 planning program outlined 2/73 and scheduled for completion in 8/73.

Management and Evaluation Matrix
(1972-73)

Component 6.0 Process Evaluation

Process Objective	Person Responsible	Completion Date		Comments (Problems, Modifications etc.)
		LPD*	ACD**	
6.1 Write process objective	Bob	9/1	9/1	Copy of objectives on file.
6.2 Prepare management and evaluation matrix for process objectives	Evaluator	9/15	9/15	Copy of matrix on file.
6.3. Maintain current files of data sufficient for evaluating each of the process objectives	Bob	9/1	9/1	Files are being maintained in Title I office.
6.4 Submit process evaluation report including: Description of data Which objectives were met Conclusions regarding staff effectiveness and efficiency in terms of the process objectives	Evaluator	6/29	July	Annual Report on file.

*Last Possible Date
**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

7.0 Product Evaluation

Process Objectives	Person Responsible	Completion Date		Comments (Problems, Modifications etc.)
		LPD*	ACD**	
7.1 Disperse to and collect from secondary teachers' record sheets indicating books successfully completed by students	Staff	1/18	3/26,27, 28	Task not completed for first semester students. Every Title I teacher interview and list of books collected from each teacher.
7.1.1 Submit to evaluation consultant summary sheet of student achievement regarding books completed	Staff	4/16	5/73	List on file in Title I Office.
7.1.2 Submit to evaluation consultant summary sheet of books completed for each grade level of each school	Staff	4/16	5/73	
7.2 Randomly select ____ 12th grade English sections from each high school for pretest	Bob	10/2	11/11	MTELP administered to all 12th grade students. MTELP not used in evaluation. CELT and EST used instead.

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*Last Possible Date

**Actual Completion Date

Managment and Evaluation Matrix
(1972-73)

Component 7.0 Product Evaluation (Continued)

Process Objective	Person Responsible	Completion Date		Comments (Problems, Modifications etc.)
		LPD*	ACD**	
7.2.1 Administer MTELP as a post test	Bob	10/16	May	See 7.2. CELT and EST used.
7.2.2 Submit to evaluation consultant a summary sheet for each grade level at each school	Bob	4/20	6/10	Data from EST and CELT key punched for analysis.
7.3 Write a product evaluation that includes percent of students who achieved each of the 13 components; conclusions from analysis of the variables of school, grade, specific textbooks and combinations of the variables	Evaluator	6/29		
7.3.1 State a conclusion in terms of project effectiveness in attaining the objectives	Evaluator	6/30	7/73	Annual Report on file.

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*Last Possible Date
**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 7.0 Product Evaluation (Continued)

Process Objective	Person Responsible	Completion Date		Comments (Problems, Modifications etc.)
		LPD*	ACD**	
7.3.2 Apply a test of significance to the Michigan Test total and any relevant subgroups	Evaluator	6/30	7/73	CELT and EST replaced Michigan Test. Step-wise multivariate Regression analysis used.
7.3.3 Administer MTELP as as a posttest	Bob	5/14		Considered inappropriate and replaced by CELT and EST.
7.3.4 Submit written request to DOE Test and Measurement Division to ensure that tests are available and that scoring of smaples will be separate from the system	Bob	4/16		Title I staff prepared and administered their own tests.
7.4 Prepare and disperse to teachers the tests and directions for assessing student knowledge of the 2,000 most frequently occurring words	Staff	3/9		

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*Last Possible Date
**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 7.0 Product Evaluation (Continued)

Process Objective	Person Responsible	Completion Date		Comments (Problems, Modifications etc.)
		LPD*	ACD**	
7.4.1 Collect, score and calculate final score for all tests	Staff	4/2		Instrumentation for evaluation revised to include CELT and EST but not local vocabulary tests. See Final Evaluation Report for complete discussion.
7.4.2 Compute appropriate descriptive statistics for Michigan Test and for subgroups	Evaluator	6/30	7/73	Step-wise, Multivariate Regression Analysis used.
7.4.3 State percent of students who attained each of the 13 components of the objective related to knowledge of the 2,000 most frequently occurring words	Evaluator	6/30		Not included in evaluation.
7.4.4 State conclusions drawn from an analysis of the variables of school, grade, each 1,000 words and combination of the above variables	Evaluator	6/30		Not included in data analysis.

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*Last Possible Date
**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 7.0 Product Evaluation (Continued)

Process Objective	Person Responsible	Completion Date		Comments (Problems, Modifications etc.
		LPD*	ACD**	
7.4.5 State a conclusion regarding project effectiveness in attaining the objectives related to the 2,000 most frequently occurring words	Evaluator	6/30		Not completed.
7.4.6 Separately, analyze and report project data collected from the private schools	Evaluator	6/30		Not completed.

*Last Possible Date
**Actual Completion Date

Management and Evaluation Matrix
(1972-73)

Component 8.0 Evaluation Services

Process Objective	Person Responsible	Completion Date		Comments (Problems, Modifications etc.)
		LPD*	ACD**	
8.1 Provide oral/aural proficiency testing for all students who have been teacher-referred at least once per semester	Staff	12/11	6/73	Not completed for first semester. Second semester students selected by test, not teacher reference; cf 5.6.
8.1.1 Start transmitting results of the assessment to the teacher within one week following the evaluation	Staff	12/18	12/18	Testing office sent memo to schools summarizing results regarding all tests administered to teacher-referred students.
8.2 Test at least 25 public school students for oral/aural proficiency	Staff	12/18		cf 5.6.

*Last Possible Date
**Actual Completion Date